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ABSTRACT

The minutes of eight Regional Forums (RFMs) conducted by the National Education Goals Panel (NEGP) to solicit public comments on recommendations by the six NEGP Resource Groups (RGPs) concerning the President's and governors' six national education goals are presented. Between April 12 and May 17, 1991, eight governors conducted RFMs attended by almost 3,000 people, with between 200 and 400 present at each RFM. Each host governor invited a delegation from five or six neighboring states to attend the meeting in the governor's state capitol. During the RFMs, governors and their representatives, regional experts, state and local officials, and the public offered oral testimony and talked with NEGP members concerning what information the NEGP should use to measure the progress of the nation and states toward meeting the six goals. RGP representatives presented their preliminary recommendations, heard public comment, and provided the RGPs with feedback for use in preparing their final recommendations. Each set of minutes was prepared by the staff of the regional educational laboratory that serves the host governor's state. The names, affiliations, and testimony of each person offering oral testimony are presented. Repeatedly, the public told the NEGP of the interconnections among the goals and the need to engage broad coalitions to work together to meet the goals. From prenatal health care to lifelong learning, the minutes reflect the broad array of topics to be addressed and actors and activities that need to cooperate if these goals are to be achieved. (RLC)

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NATIONAL EDUCATION GOALS PANEL

MEASURING PROGRESS TOWARD THE NATIONAL EDUCATION GOALS:

PUBLIC TESTIMONY VOLUME 4

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MINUTES OF THE REGIONAL FORUMS

AUGUST 26, 1991

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NATIONAL EDUCATION GOALS PANEL

MEASURING PROGRESS TOWARD THE NATIONAL EDUCATION GOALS:

PUBLIC TESTIMONY VOLUME 4

MINUTES OF THE REGIONAL FORUMS

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INTRODUCTION

This volume contains the minutes of each of eight regional forums conducted across the country by the National Education Goals Panel between April 12 and May 17, 1991. The purpose of these forums was to solicit public comment on what information the Goals Panel should use to measure the progress of the nation and states toward meeting the six national education goals. The goals were adopted by President Bush and the 50 state Governors in February 1990.

The National Education Goals Panel was established in July 1990 to develop an annual report on the progress of the nation and states towards achieving the national education goals. The task is complex. It entails developing practical answers to such questions as what it means to "start school ready to learn," to "demonstrate competency in challenging subject matter" or "be first in the world in science and mathematics."

To get started, the Goals Panel sought initial suggestions from noted experts across the country. They formed six Resource Groups, one for each goal, to suggest a few good indicators of where we stand with relation to the goals. Where good data did not now exist, the Resource Groups were asked to suggest recommendations on the kind of information they would like to have available in the future. The Resource Groups gave generously of their time, and submitted their initial suggestions to the Panel at its meeting on March 25, 1991. Their recommendations are contained in two publications, Measuring Progress Toward the National Education Goals: Potential Indicators and Measurement Strategies, Discussion Document and Measuring Progress Toward the National Education Goals: Potential Indicators and Measurement Strategies, Compendium of Interim Resource Group Reports.

Before making its decisions, the Panel wanted to hear testimony from educators and the American public. To get this input the Panel conducted regional hearings across the nation. The forums provided a chance to learn the public's thinking on how to measure and report progress towards the goals. Eight Governors, with the help of the network of regional educational laboratories funded by the U.S. Department of Education, hosted these meetings. Four of these Governors were members of the Goals Panel; four were not. Four were Republicans, and four were Democrats.

Each host Governor was asked to invite a delegation from five or six neighboring states to attend the meeting in his state capitol, so individuals from every state could make their views known. The host Governors and the states and territories invited to their forums were:

- April 12: Colorado Governor Roy Romer hosted the South West regional forum in Denver, Colorado. The invited states were Arizona, Colorado, New Mexico, Nevada, Utah, and Wyoming.

- April 22: South Carolina Governor Carroll A. Campbell, Jr., hosted the South East regional forum in Greenville, South Carolina. The invited states and territories were Alabama. Florida, Georgia, Mississippi, North Carolina, South Carolina, and Puerto Rico and the Virgin Islands.

- April 25: Ohio Governor George V. Voinovich hosted the North Central regional forum in Columbus, Ohio. The invited states were Illinois, Indiana, Kentucky, Michigan, Ohio, and West Virginia.

- April 30: Iowa Governor Terry E. Branstad hosted the Mid-West regional forum in Des Moines, Iowa. The invited states were Iowa, Kansas, Minnesota, Missouri, North Dakota, Nebraska, South Dakota, and Wisconsin.

- May 2: Maine Governor John R. McKernan hosted the North East regional forum in Portland, Maine. The invited states were Connecticut, Massachusetts, Maine, New Hampshire, New York, Rhode Island, and Vermont.

- May 3: Maryland Governor William Donald Schaefer hosted the Mid-Atlantic regional forum in Annapolis, Maryland. The invited states were Delaware, Maryland, New Jersey, Pennsylvania, Virginia, and the District of Columbia.

- May 8: Washington Governor Booth Gardner hosted the Western regional forum in Seattle, Washington. The invited states and territories were Alaska, California, Hawaii, Idaho, Montana, Washington, and Guam and the North Mariana Islands.

- May 17: Arkansas Governor Bill Clinton hosted the South Central regional forum in Little Rock, Arkansas. The invited states were Arkansas, Louisiana, Oklahoma, Tennessee, and Texas.

Each set of minutes was prepared by the staff of the regional educational laboratory that serves the host Governor's state. Both the forum agendas and the labs' minutes vary in format, but each provided an opportunity for public discussion of each goal.
Headings in the text attempt to highlight where each goal is discussed. The laboratory staffs made every effort to record the names, affiliations, and testimony of each member of the audience offering oral testimony – despite conditions of timing and sound that made accuracy extremely difficult. Errors in spelling and identifications are inadvertent; collectively the minutes attempt to give an accurate sense of the public testimony.

Panel members attended the hearings and took the testimony they heard into account as they shaped their first annual education progress report to the nation. Public testimony will be reflected in that report when it is released on September 30, 1991.

This set of meetings (and their minutes) is one step in a long term process by which the National Education Goals Panel seeks to engage the American public in dialogue about the welfare of their children and their educational system. Time and again the public told the Panel of the interconnections among the goals and the need to engage the active participation of broad coalitions working together to meet them. From prenatal health care to lifelong learning, these minutes reflect the broad array of topics to be addressed and actors and activities that need to cooperate if we are to achieve these goals. The schools cannot do the job alone. Concerned parents cannot do the job alone. Business, labor, and industry cannot do the job alone.

Governors, Congressmen, and members of the President's administration who serve as members of the Goals Panel are acutely aware that the Panel itself cannot do the job alone. They welcome comments from the public at every stage of their work.

In addition to hearing from the public, the Panel hopes its report to the nation will serve as an occasion for families, faculties, communities, and friends to have conversations with each other. What are the standards to which we want to hold ourselves? What will our children and workforce need to know and be able to do to flourish in the global community? How do we work together, and what does each of us have to do, to make this country and its education system what we want it to be?

These are not easy questions to answer. They need to be asked and answers need to be sought. These minutes try to document one step in the process of doing so.

This volume is one a set of four volumes on Measuring Progress Toward the National Education Goals: Public Testimony; Volume 1: Description of Outreach Activities; Volume 2: Summary of Testimony on Measures for 1991 Progress Report, and Volume 3: Summary of Testimony on Measure for Future Progress Reports. See these other volumes for a summary of the activities and points made at both the regional forums and in written testimony submitted to the Goals Panel. See these other volumes.

NATIONAL EDUCATION GOALS PANEL: SOUTH WEST REGIONAL FORUM

DENVER, COLORADO

FRIDAY, APRIL 12, 1991

Colorado Governor Roy Romer, Chairman of the National Education Goals Panel, called the regional forum to order at 8:15 a.m. There were initially about 200 people in attendance and 300 over the course of the day.

Introduction

Governor Romer briefly outlined the agenda and described the Panel process. He said we need to improve education statewide for children and adults. There are questions related to this process that need to be answered through an authentic assessment system: (1) how is the nation doing compared to other countries?, (2) how are we doing as a state?, and (3) how do we use assessment to improve instruction?

Romer said we need to reconcile the tension that exists between national goals and local control. This issue is one that we can resolve. In closing, Romer commented that we must stay focused on what we're after, the improvement of American education.

Governor Romer then introduced U.S. Secretary of Education Lamar Alexander.

Secretary Alexander expressed the President's respect for what the Governors are doing to move the country toward the goals, but said the President and Governors could not do it alone. For this reason, he said he had come to lend support and listen to what the public has to say.

Governor Booth Gardner, speaking as Chairman of the National Governors' Association, thanked Romer for agreeing to chair the Goals Panel. He reaffirmed the importance of the six national education goals. He commented that because the goals are ambitious we may not meet them, but that is not a compelling argument against setting and striving to meet them. They are as ambitious as we want youngsters to be. It's our way of showing youth how to set goals and strive to accomplish them and a way to demonstrate our commitment to this country.

These minutes were prepared by the Mid-Continent Regional Education Laboratory of 2520 South Parker Road, Aurora, CO 80014.

Overview from Resource Groups

Sharon Lynn Kagan – Resource Group One: Goal One states: By the year 2000, all children in America will start school ready to learn. Kagan spoke on behalf of the group saying, "we have no choice but to succeed." Children are born ready to learn, we need to focus on getting them ready for school. The Resource Group identified five dimensions of readiness: (1) physical well being, (2) emotional maturity, (3) social confidence, (4) language richness, and (5) general knowledge. The Group recommended assessing readiness by using both direct and indirect measures. Readiness information would be gathered at three points: (1) before school entrance, (2) at school entrance, and (3) during the first year of school. She then summarized the data collection recommeded at these three checkpoints.

Rafael Valdivieso – Resource Group Two: Goal Two states: By the year 2000, the high school graduation rate will increase to at least 90 percent. Valdivieso reported that the Resource Group had recommended that over time a new national student data system be developed. Other data is available for use in the September 1991 report. The Resource Group recommended looking at completion rates at ages 18–19 and 24–25. Data should also be collected by ethnic and racial status in mutually exclusive categories. The group recommended data be collected to capture "event" dropout rates among 10, 11, and 12th graders (ages 15–24). Indicators should include cohort dropout rates and dropouts who go on to complete high school (GED).

The Resource Group recommends for the long–term that a national student data reporting system be developed. Such a tracking system could, for example, use the student's social security number as the student's ID number. This would allow the students to be tracked across district and state lines. It could also provide teachers and administrators with an early warning system on likely future dropouts, and possibly act as a prevention system. This reporting system might take an estimated five years to develop.

Richard Mills – Resource Group Three: Goal Three states: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy. Mills said that there needs to be a national assessment system and a national report card in place. The Resource Group suggests that such a system would not only inform the nation about whether this national goal is being achieved, but could also help to improve teaching and learning. He suggested that the NEGP progress reports ought to inspire lively discussions at the family dinner table. Parents need to let their children know they care whether or not they are doing a good job. This system must integrate the efforts of the states and nation. He then described the system of developing standards

through a "fast paced" exchange between the field and a national standards board. Once standards are set, "we need tests that are worth getting good at."

Alvin Trivelpiece – Research Group Four: Goal Four states: By the year 2000, U.S. students will be first in the world of science and mathematics achievement. This group supports the vision of a "world–class" education system. Trivelpiece indicated that to become number one, we have to involve the public, teachers, and the students. The war in the Persian Gulf demonstrated that math and science are critical to our national security. Contrary to the belief of most people, all children can be good at math. Technology is rapidly changing the context for teaching math and science.

The Resource Group recommends reporting data from the second International Assessment of Educational Progress (IAEP–91) by the Educational Testing Service (ETS). This study will include assessments in science and mathematics from approximately 20 countries. The data will be collected in 1991, and the results should be available in 1992. Weak teacher preparation in math and science is a lingering problem. In closing, he recommended: (1) a survey to regularly collect information, (2) intermediate–level information on a sample basis (examples to include but not be limited to identifying curricular content and goals at the classroom and school levels), and (3) research and development in computer/ telecommunication technology, and assessment to go with the national math and science learning goals and standards.

Mark Musick – Research Group Five: Goal Five states: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. Musick commended and supported the panel. He reported that the Resource Group recommended that results from the National Adult Literacy Survey (NALS) be used now and become the cornerstone of future surveys of adult literacy. In addition they recommend several NALS reforms including: (1) reduce through Federal subsidies the costs of State NALS participation and/or assisting states so that they can equate their own literacy assessments to NALS scores; (2) strengthen the quality of NALS in areas such as determining literacy skills of people with limited English proficiency; (3) conduct future NALS assessments; (4) develop target NALS scores representing desired skill and knowledge levels for American adults; and (5) enter into cooperative agreements with other nations for using an enhanced NALS survey to obtain comparisons in the international workforce.

Delbert Elliott – Research Group Six: Goal Six states: By the year 2000, every school in American will be free of drugs and violence and will offer a disciplined environment conducive to learning. This Resource Group considers being free of drugs, being free of violence and crime, and attaining an orderly environment to be independent ideas, each essential to attain Goal 6 and all the other goals. They recommend reporting (1) data on drug use by students, (2) data on long–term trends and on perceived attitudes of friends regarding drug use, (3) trend data on drug use in

school, (4) data on victimizations in school, (5) data on students' perception of feeling safe in school, and (6) data on the frequency of students bringing weapons to school. The Resource Group also recommends that the States consider developing their own reports related to Goal 6 and to work with local communities to produce local data on the types of indicators recommended for publication in the National Goals Progress Reports.

After this overview of the six goals by the Resource Group representatives, Governor Romer commented that the six Resource Group reports contained a tremendous amount of information. We need to continually think about why we're doing this. Romer then opened the forum up for comments from other regional governors.

Governor Mike Sullivan – Wyoming: Governor Sullivan complemented Governor Romer and the Panel on their commitment and efforts. He saluted the process and the goals. However, he said that goals won't accomplish anything without an implementation process. When we're through we will have the ability to gather and report data. As we develop the report, we need to sell the idea. We can't leave out teachers and parents. They must be included in discussions. He then indicated the progress Wyoming is making, including the shift to outcomes based education, the appropriation of more money for education next year and the establishment of an Education Trust Fund of $50 million. The transformation we seek will require a sustained, long lasting effort.

Alice King – Wife of Governor King and Education Expert of New Mexico: Mrs. Kind said that the goals process is very important. We must strive to improve families and family situations to ensure that children are ready for school before school starts. All the goals are interrelated. If there is a poor home life, it makes a child ill-prepared. We need to get this message across to the people and ask the question, why is it important to have education? We must set realistic goals and we can and must improve schools. She commended Governor Romer and the Panel on their efforts.

Testimony on Goal One: Readiness for School.

Ron Lally, Director, Center for Child and Family Studies, Sausolito, California, applauded positive aspects of the Resource Group report. He stated that the five developmental domains proposed by the Resource Group are not easily separated and reported upon. He supported a national health screening form. He said that recommendations regarding school assessment are appropriate. He recommended a sixth dimension which would involve monitoring learning styles that act as mediators of achievement. This dimension would assess a child's ability to show curiosity, follow directions, make choices, take purposeful action, complete tasks, show responsibility for action, and role play.

His primary criticism of the proposed indicators was that they were too narrowly defined. It was balanced too heavily toward child functioning, and didn't include a focus or the responsibilities of support agencies. He said that a lack of readiness was less the fault of the learner and more a responsibility of support agencies. He believes that we should select indicators that focus on (1) the quality of training in child care, (2) participation in Head Start, (3) ratios of adult to child in child care, (4) the availability of family support services, and (5) evidence of inter-agency collaboration. He also wants an assessment of out-of-home child care and believes that there is a "black hole" in the Resource Group recommendations regarding the prenatal period through 3 years of age. During this period there should be an assessment of nutrition, shelter, care given, the safety of the environment, and health services.

Jim McCabe, Superintendent, Lake County Schools, Leadville, Colorado. He said he runs one of the largest day care centers in the nation. He complimented the resource group. He then asked whether the proposed indicators were supposed to determine (1) why children are not ready, or (2) how many aren't ready? If why, the panel did a good job, but the assessment will cost millions of dollars. If how many, the data collection effort could be simplified. For example, drop attention to early childhood and focus on when they start school. He recommended the Panel use something like the form used by the Perry Preschool, implement a comprehensive school entry form, and develop a national health screening process.

Dan Morris, President, Colorado Education Association, Aurora, Colorado His association supports the national goals. He wanted it clear that the process underway would inform policy makers of the need for improvement, but would not in itself meet the goals. We need to identify what resources will be needed to reach the goals; otherwise the public will be frustrated. For example, the data should report: (1) the number enrolled in Headstart, (2) quality child care, (3) preschool enrollment, and (4) child and expectant mother health care. He also warned that while the reports may be a statistician's delight, they won't do much to help teachers.

Governor Romer commented that the panel was set up to measure outcomes, not to measure input policies.

Questions/Comments from Audience - Goal 1.

Professor - University of Colorado, Boulder. She believes the Resource Group's excellent warning against abusing readiness assessments to screen and track students can (and will) be ignored when put into practice. The readiness measure will reinforce the views of those who want to hold children back and/or out of kindergarten. She also commented that the parents of the children at the greatest risk don't know how to use opportunities such as taking children to the museum as a learning activity, (an illustration given earlier of what the Parent School Entry form might ask). They have to be taught. She fears assessments that tell parents they aren't adequate. We should assess children only after they are in school. She urged that the assessment be

conducted on only a sample of children, not on every pupil. She pointed out that legally you may not assess if the test has school consequences and the person taking it has not been provided an opportunity to learn.

Parent – Denver Public School. She said she had read that the U.S. spends two-thirds less on education than other industrialized nations. She then asked whether the panel had made plans to urge citizens to spend more money?

Secretary Lamar Alexander responded that the statistics were misleading and worded in a way to cause misunderstanding. In fact, he said, the United States is close to the top as far as allocating funds for education when compared to countries of similar size.

Elementary Principal – Littleton, Colorado. "What gets measured, gets addressed." We should measure preschool participation. She said children's language proficiency deficits are family deficits, and programs to improve school readiness should therefore be tied to adult literacy. The report also doesn't look at the role of businesses and/or social agencies role in supporting this goal. She also commented on how careful one would need to be in communicating the results of individual assessments to "fragile families."

Childrens' Division Manager – Denver Public Library. She emphasized the role libraries can play in early literacy and briefly described a program at her library, strongly suggesting that library support programs be looked into. She also commented on the unique problems of young parents, who may be well served by library programs.

Educator – Boulder Valley School District. He wanted more emphasis on readiness for learning than readiness for school per se. It's an issue that doesn't stop when you enter kindergarten, so data might usefully be gathered on older students' "readiness to learn." He also emphasized that the data must be useful to the people who must act on it. We must look at the total delivery system.

Education Policy Advisor to the Governor of New Mexico. She expressed caution in using parents' ages as an indicator of home conditions conducive to children's learning. She pointed out that how parents function matters but some young parents may do well.

Professor – University of New Mexico and State Legislator. Supported Ron Lally's position. He said that data on the intervention system should be reported upon and tied to the goals. He asked Secretary Alexander how he was tying the goals to federal programs.

Secretary Alexander responded saying he had only been on the job four weeks but his goal was to tie them together. He urged that we not get ahead of ourselves, however, and find out what the results of the assessment are before moving to step two, figuring out how to reach the goal.

Coordinator – School District 11, Colorado Springs, Colorado. Recommended considering the readiness of parents. We should extend parenting classes to academic skills.

When audience testimony was completed, Resource Group representative Kagan briefly responded by saying children's readiness and institutional readiness are both necessary, but the Panel wanted to start first with the child's readiness. She thanked the commentors and assured them that she would take their comments, concerns, suggestions back to the Resource Group for review.

Testimony on Goal Two: High School Completion.

Larry Guthrie, Far West Laboratory, San Francisco, California. Education evaluation is an inexact science. We need to be cautious about what it will tell us, and the Current Population Survey contains no information on school characteristics. The "High School and Beyond" survey is only a benchmark.

Victor Herbert, Superintendent, Phoenix, Arizona. We need authentic assessments to measure progress toward the goals. The Resource Group report has specific recommendations to measure school completion both overall and by race. However, there is a misconception that has evolved. Poverty and family life predict dropouts. Race or ethnic background themselves don't make a difference. Most kids get a diploma. The GED has served the nation well.

Questions/Comments from Audience – Goal 2.

Staff – Colorado Department of Education. The document discusses many outcomes, but it reflects few input suggestions. We should set priorities among the goals, and collect data on the most important ones.

Educator. High school is a bitter experience for many students. There should be more effort on the administration's part in planning alternatives for potential dropouts. Sometimes schools are injurious to the health of students. When students don't fit in to existing institutions, the schools may ignore the students' needs. We also need to differentiate between the standard high school and the alternative high school programs.

President – Colorado Community College. He commended the panel, and reinforced the idea of the inter-relatedness of the six goals and attempts to meet them. He argued that raising academic standards (Goal 3) could complicate the dropout factor. For example, encouraging studying foreign languages, more math, more science can encourage higher dropout rates.

Representative – Aurora Public Schools. What kind of information is available on how we can lend support to reach the goals?

Staff – University of New Mexico. Pointed to the difference between school completion data and dropout data. Many dropout statistics don't include pre-high school dropouts. We need data on how students completed high school, whether with a traditional diploma, a GED, a certificate of attendance, or some alternative.

High School Media Specialist. We need to focus on survival skills. High schools are not addressing the needs of a large majority of our (non-college bound) students.

Father of five – Denver Public Schools. Time is an issue. Classes start so early that children have to be up before 6:00 a.m. to catch the bus by 7:00 a.m. Too much is packed into curriculum with too little time to assimilate all the information.

Professor – Aurora Higher Education System. Dropouts start as early as age nine. Kids may dropout (mentally), but they don't necessarily quit school.

Retired Teacher. Recommended parent education and early childhood education. He said that there are 42 factors that attribute to risk and dropout rates. These factors are social and not educational in nature. Without parent reform there will be no educational reform. It is all interrelated.

Principal – Littleton Elementary. Why do we focus on dropouts in high school? We should measure the elementary school predictors.

Testimony on Goal Three: Student Achievement and Citizenship.

Lorrie Sheppard, National Center for Research on Evaluation, Standards and Student Testing, Boulder, Colorado. She has studied the effects of standardized tests. She has found that the curriculum was significantly narrowed in the early 1980's when standardized test use increased. She said that overemphasis on basic skills cheapens instruction by reducing higher order thinking. She said that the Resource Group vision of Goal 3 is excellent. But her fear pertained to threats to the integrity of their vision. Authentic assessments are an improvement but even they can be corrupted. She advocated linking assessment to instruction. Schools and teachers need instructional support. She argued strongly against every-pupil testing. Setting standards doesn't do it by itself. The grand plan is great but don't try to implement it so fast that it will fail.

Robert Calfee, Professor of Education and Psychology, Stanford University. We need to be clear about what we mean by curriculum. He focused on three main points: (1) Achievement of the highest levels of critical literacy is possible for all children, (2) We need to establish a national monitoring system to inform policy and practice, and (3) National indicators will not improve schools unless joined by an equally vigorous effort at professional development and reform of elementary schools as professional communities. He offered several cautions: high-stakes assessment will not improve schooling by itself. The vision of 2000 will be lost unless it is a central element in the actions of 1991. Testing for selection and merit can easily thwart efforts toward educational equity. Genuine collaboration between national efforts and local activities is essential. Policies don't educate children, teachers do.

Lois Bistad, Barnum Elementary School, Casper, Wyoming. She commented about the human side of school improvement. Teachers need all the help they can get. Teachers can't become so weakened by the effort of pushing toward the goals that they fail to recognize their importance. Teachers need to maintain excitement.

Jim Fanning, Principal and Curriculum Director, Fremont County School District #2, Dubois, Wyoming. He argued for teaching and assessing high level conceptual knowledge. We shouldn't emphasize the low level conceptual and procedural knowledge as current tests do. We need more authentic exercises for our students. Our children need to know how to plan, organize, do research and develop ideas. These characteristics are attributes of authentic tasks.

Questions/Comments from Audience - Goal 3.

Professor - University of Colorado, Boulder. He urged the Panel not to report ACT and SAT scores. He applauded the Resource Group's long-term vision and urged them to keep that vision clear. He urged caution in developing a national test and asked the Panel to avoid settling for easy short term solutions.

New Mexico American Teachers Federation. She cited the collaboration between A.F.T. and the University of Pittsburgh (L.R.D.C.) We must get existing research on math into the hands of educators. Teachers must have the opportunity to talk to each other--teachers teaching teachers. As evidence that the panel's goals can make a difference, she cited the impact that NCTM standards have made in mathematics.

AT&T and a member of the Board of Directors of the Colorado Business Community for the Arts. He commented that there was no mention of the arts in this goal and said that support of the arts makes good business and good education sense. He was concerned with value and impact of the arts in the school system. He asked the panel not to reduce the arts to footnote status. The arts can be a powerful magnet to keep kids in schools.

Director of Public Affairs for the Performing Arts. He noted first that the Rocky Mountain region needs better representation on the panels. He then emphasized the importance of a partnership between the arts and the Colorado Department of Education. Participation in the arts creates enthusiasm for education. The arts should be included in the Panel's assessment.

State Board of Education, Colorado. He urged consideration of measuring schools' "value added" (i.e., how much the child has grown rather than the absolute level of performance.) He also suggested thinking of using someone outside the classroom to give grades, leaving the teacher to work with students as a collaborator. Don't judge the number of courses taken or completed, but the proficiency gained. He urged that by 4th grade children be expected to be proficient in two languages.

Executive Director – Colorado Association of School Executives. He said identifying standards is going to be much more difficult than identifying goals. We need to tie test performance to real life consequences. Do we have models of a society with that approach to education? Yes, the societies that are ahead of us. If we make testing a high stakes game as other nations have, we'll lose the diversity that has made America great.

Colorado Department of Education. We need to add one more goal: pluralism and genuine respect for all students' cultural needs. We need inclusive curricula that teach multi-culturism. Teaching multi-culturism for one day, one week, or one month a year isn't enough.

Father of three. Concerned that there are no standards to help parents recognize how good a high school is. Parents have no way of knowing. He cited a situation in which his children were in a private school getting all A's and B's. When they took the SATs, they did poorly and are struggling to maintain a 2.1 grade average in college. He wants the Panel to develop information parents can use to evaluate their children's schools.

Parent – Past President Colorado Association for Gifted and Talented Children. She cautioned against putting a ceiling on how far a child can excel. Minimum proficiency shouldn't become maximum outcomes. Challenge all students to do their best. Implement K-12 foreign language study as early as possible.

Former high school assistant principal and now a classroom teacher. He supports Robert Calfee's comments on assessment and critical thinking. As a part of the assessment process he wants to see qualitative research such as case studies. We need informal assessments about what's going on in order to know how to improve things.

Measurement Coordinator – Jefferson County Schools, Colorado. She wants more involvement of school people. Schools are real places with real teachers, students, and parents. They must be involved if this is going to work. Now, they look on national

assessment (NAEP) as an intrusive process. Teachers need to be treated as professionals and involved.

Director – Colorado Council on the Arts. She urged the Panel to include the arts in the goal. The arts are essential tools in education. They help people adapt to change. The arts also help people to recognize values and work collaboratively with others. There is an Advanced Placement test for the arts.

Colorado Association Business and Industry. The cluster-based approach (working with other states) may be a good way to identify skills and knowledge levels. There is a misconception about Goal 3, it's not a standardized test.

Parent – Aesthetic Education Institute of Colorado. The arts are missing. She is concerned that her second grader is already bored with school. There is too much practice with work sheets that are boring and biased. The only thing that excites her child is the arts.

No affiliation given. Anything can be corrupted. But, if we keep the testing process open, it will be less likely to occur. Developing standards will be difficult but important.

Governor Romer's closing comments: Re-read Goal 3. As it is stated, it doesn't exclude, although there are some things that are not mentioned. We need to include many things in our vision. There is a task of prioritizing issues.

Testimony on Goal Four: Science and Mathematics.

Jim Hubbard, Executive Director, Colorado Alliance for Science. He urged the Panel to see the connections among the three math objectives. Perhaps a fourth objective should be added: increased public awareness of math and science. He asked whether we are going to measure abstract "subjects" or how knowledge is applied. We must not measure isolated facts; math and science should be taught in applied situations. He also stated that problem solving is only one-tenth of the issue, problem identification is more important. He stressed several times the importance of integrating math with other subjects in an applied way. He was also concerned about measuring teacher preparation. It shouldn't be measured in terms of how many courses teachers have taken.

Questions/Comments from Audience – Goal 4.

A consultant working with Denver Public Schools on their Technology Plan. Technology has to be affordable. For this reason it has to be standardized. He pointed out the value of networks in accessing technology.

Professor – University of New Mexico. Another needed assessment is the authenticity of the curriculum we teach and test. The typical sequence of biology, chemistry, and physics is arbitrary. Perhaps we should now be teaching more statistics and less algebra. He also emphasized the importance of increased participation by minorities. Their lack of participation in math and science is directly related to their poverty.

No affiliation given. These indicators need to be reported in the science and math assessment: (1) the ratio of computers to students and schools that provide teachers with computers, (2) the presence and use of telecommunication networks and, (3) quantifying how many educators are involved in national networks. He gave examples of how students can reach beyond the immediate environment of their school with technology–based networks.

Retired teacher. Are we talking about application of technology? Gear this goal more towards applying math and science to technology.

Parent – Denver Public Schools. We have given attention to math and science in cycles which peaked around Sputnik, man on the moon, the 1984 math and science bill. How is current effort going to be different? Will it be maintained, sustained? His 4th grade daughter, as a girl, is in the greatest risk groups for becoming mathematicians or scientists and she is already being discouraged. Elementary teachers need to encourage everyone, even girls, in the study of math.

Dean, University of Colorado (former 7th grade math/science teacher). He had several specific recommendations and submitted a paper. He noted that 15,000,000 students are in families headed by a single parent with no self–confidence in science and math. He wanted the panel to note the Korean experience in including technology in the curriculum. He also alerted the group to the legal barriers to improvement – barriers found in accreditation, state aid formulas and teacher certification requirements.

Representing the Resource Group, Trivelpiece responded saying it's necessary for students K–8 to have experience with role models who see scientists as more than "nerds". He also said that the use of technology is implicit in the goal and acknowledged the value of counting the number of computers in school. Including technology is an important ingredient which will build credibility for the assessment.

Testimony on Goal Five: Adult Literacy and Lifelong Learning.

Dennis Jones, President, National Center for Higher Education Management Systems, Boulder, Colorado. He commended the Goals Panel. Higher education needs improvement. Appropriate data is critical at post–secondary level. However, the problem is complex because of the incredibly diversity within the higher education community. He expressed concern that momentum will gradually be lost.

Peter Euwell, also at NCHEMS. The irony is that many authentic tests and tasks for K-12 will be developed on college campuses where the technique will never be applied. A credible instrument will take time and much money to develop. Proxy indicators of effective practice should be collected.

Lucy Stromquist, Chair, Adult Basic Education Assessment Task Force, Colorado. Colorado has been working on implementing a uniform statewide adult education assessment system for three years. Proper assessment can't be achieved without time and money. We must set high standards. The backbone of Goal 3 (and 1 and 2 and 4) has impact on Goal 5.

Peggy Gonder, Consultant, Colorado Adult Literacy Commission. She noted that data collection is too expensive for many states, and at least in the case of Colorado, would require a subsidy. Data collection must be sensitive to the fact that different ethnic groups tend to go to different places for adult education. For example, Whites and Hispanics tend to go to community colleges while Blacks tend to go to community-based groups. She supports surveys in community colleges and in prisons (80 percent of prison inmates read below the 8th grade level). She also supports surveys of services to students for such things as child care and transportation; these would be critical indicators. She stated further that Goal five is very broad. All citizens need to be productive. In Colorado only 10 percent of those eligible for adult education participate. We need to focus our attention on those in the greatest need, in other words, those at the lowest level of education.

David Longanecker, Executive Director, Colorado Commission on Higher Education. He supports the work of the national goals panel. The issues are just as important at the post-secondary level. However, data collection is a necessary but insufficient effort; it shouldn't delay reform.

Jim Mingle, Executive Director, State Higher Education Executive Officers. The quality and timeliness of data need to be improved. The federal system needs to be improved. He is against the use of graduation rates (*Compendium of Resource Group Interim Reports*, p. 87). He says there is a great inconsistency in the way states define terms; they should be uniform. He does not support the development of an exam for graduating seniors (*Ibid*, p. 95, #7). In 1987 an outcome measure was adopted on one (or more) campuses. The farther the assessment moved away from basic skills, the more problems arose.

Questions/Comments from Audience - Goal 5:

Professor - New Mexico. He asked whether the panel considered the large impact of immigration. This should be an important issue. How are immigrants assessed? How are programs implemented for them? Are they "illiterate" because they don't speak English?

U.S. West, Albuquerque, New Mexico. Big businesses need to participate as an advocate to meet the needs of the workforce in the year 2000. She described what U.S. West was doing.

Institute of Research, University of Maryland and U.S. West. Data issues are immense in terms of definition. What is meant by adult education? There are some existing record systems that are highly under utilized. What about business and education partnerships? What is the relationship between businesses and education? The question isn't prevention but follow up.

Recent Chairperson of the Denver Program for the School of the Arts. Arts and aesthetics are in every aspect of our life. The arts should be a top priority in the goals. Disputed the position of priority. Referred to Frames of Mind, by Howard Gardner and his emphasis on different types of intelligence. In closing, she stated, "You all look so grim; the Arts will give you joy."

Romer commented that because the arts weren't mentioned does not mean that they were excluded. He commented that in the initial process when the panel was being formed and the governors came together, they looked at things that could be measured, and he said there were difficulties in measuring the arts.

State Council of Vocational Education. On July 1, the Perkins Act mandates that performance standards and measures in Vocational Education be developed and implemented by 1992 at the state level. He urged the panel to make use of this effort as well as the work of the Department of Labor. Educational Testing Services is working with the Tampa Public Schools to develop a list of competencies and level of completion required for a high school diploma.

Pikes Peak Library Program, Colorado Springs, Colorado. She said that the types of volunteers they are getting for adult literacy work is changing, and they need help in training them.

Unidentified Affiliation. She asked why libraries had not been mentioned. She was concerned about the cutback in local school librarians, and commented that we do need libraries and librarians.

Albuquerque Public Schools, New Mexico. She said there was a typographical error on page 81 of the *Compendium* referring to "major" Americans.

Colorado Department of Education. Diversity is not appropriately addressed in the document. Need a goal to appropriately address the educational needs of minorities. The goals don't do that. It is to everyone's mutual economic interest to do so.

Coordinator, School District #11. Look at Goal 5. Higher education and adult literacy are buried together in one goal. They should be separate.

Romer stated that he is fascinated by Goal 5 and the accountability of higher education. Check institutional patterns we've fallen into. Need to reexamine vacation schedule in higher education. Is there a consequence to assessment? For example, businesses need to ask students to show graduation certificates and to show demonstrated competency when applying for a job.

Governor Clinton – Arkansas. He commended Romer and described reforms in Arkansas. He said we don't have measures and assurances we need. We have to be able to demonstrate that what we've done works. We're still not where we need to be. He added that the governors are committed to the goals.

Testimony on Goal Six: Safe, Disciplined and Drug-Free Schools.

Cherie Lyons, Executive Director, Jefferson Foundation, Golden, Colorado. She indicated her comments were based on a 21-year perspective. Preconditions are important. Schools are no better or worse than the society they are in. Drug use is a community problem. Drug-free schools focus on students. It's hard to have drug-free students, but it's easy to have drug-free schools. She said students need role models. She said the focus on secondary schools was appropriate, but we also had to be concerned with younger users. Every school has to have a drug-free policy. It is very important as a first step. The Panel also should request violation data. The data is accessible. Panel should also consider 21 risk factors. We should work with police departments. She advised the Panel to look at data and ask a different question; "How do we need to change schools?" We need to empower students and allow more student involvement.

Tom Clinton, Chief Deputy District Attorney, Denver, Colorado. Thumbs up on the Resource Group report. What happens when there are there gang members in the school system? They recruit and there are the sales of drugs and weapon use. There are three additional issues we need to look at: (1) parents' attitudes, (2) age – middle, junior high and high schools, (Peer pressure is the largest factor in creating use at the middle and high school level. Is school about being popular or smart?), and (3) the impact of busing. What would be the results of busing from a poor to prosperous community, and vice versa? Is it home or school or both that determine kids drug use?

Questions/Comments from Audience – Goal 6 – and Open Mike.

Professor – University of New Mexico. How do you measure Goal 3 in terms of social science and in terms of citizenship? How do you assess a person's knowledge of the world? Not by the countries or climates they can name.

Romer responded that we must channel the measures through professional teaching core first, then to grassroots of America (parents), then back up to the national level, then back to the local community for voluntary adoption. He said the panel hasn't decided how to measure citizenship.

Area Administrator for Special Education in Jefferson County, Colorado. Students can't succeed without affective people skills; we would be remiss to leave them out--especially students with behavioral problems. She urged that the assessment instruments should be piloted before being used widely.

Teacher, New Mexico. She expressed concern that no classroom teachers are involved in the decision-making process. Teachers are important and necessary.

Romer responded that the information she had received was incorrect. Teachers were represented on the Resource Groups.

Former New York State Teacher. There is a lack of accountability in the current system. Students should be tested at the end of every course taken. She liked getting the results of New York's Regents' exams and therefore supports wider use of standardized tests. She asked Romer if he had actually looked at a standardized test; he said no. She said he should before judging them worthless.

Romer responded that NAEP proficiency scores are coming out this Fall. He said he may be critical of standardized testing because, despite some value, it does not provide the clarification that we need.

Representative of Aurora Public Schools. We need to educate the total child and not worry about testing. Testing can cause us to learn useless skills. We need total human beings not just tested human beings.

Educator/Parent. Recommended that a draft of the report be made available to high schools in each city and allow student and teacher feedback.

Specialist at the Colorado Department of Education. All students should be included in the assessment, especially the severely handicapped.

Conclusion

Governor Romer commented that there is a lot of work to do. The NEGP will continue reaching for expertise. We'll also draw on common sense. We can't be fuzzy. We need to be clear and accurate in measuring our goals. We ought not to be fearful about this road were travelling.

Pat Forgione gave sincere thanks for everyone's efforts and support. There being no further comments, the meeting adjourned at 5:00 p.m.

NATIONAL EDUCATION GOALS PANEL: SOUTH EAST REGIONAL FORUM

GREENVILLE, SOUTH CAROLINA

MONDAY, APRIL 22, 1991

South Carolina Governor Carroll A. Campbell welcomed everyone to the regional forum. There were about 120 in attendance and 200 over the course of the day.

Introduction

Host Governor Carroll A. Campbell welcomed all participants to the Southeastern Regional Forum and introduced Governor Roy Romer of Colorado and Dr. Roger Porter, Advisor to the President for Economic and Domestic Policy.

Governor Romer reviewed the mission of the National Education Goals Panel and chronicled its work to date. Dr. Porter explained how the National Goals had been established and that the Panel is now determining how to measure progress. He made the following suggestions:

1. Concentrate energy on a limited set of goals.
2. Focus on results, on outputs.
3. Recognize that change takes time (probably a full decade).
4. Measure progress with a common yardstick; states are not starting at the same point.

He expressed his belief in producing a system that has national standards while still respecting diversity and creativity at the local level.

Testimony on Goals One, Three and Four

Goal 1: Readiness for School

Laura Mast, Special Assistant For Early Childhood Education, North Carolina Department of Public Instruction. Dr. Mast testified on Goal 1 (School Readiness). Dr. Mast concurred with the Goal 1 Resource Group's focus on the whole child and raised the question of what constitutes readiness. She pointed out that children are ready at different times and presented eight dimensions of a child's readiness:

These minutes were prepared by the SouthEastern Regional Vision for Education, P.O. Box 5367, Greensboro, North Carolina 27435.

Capacity to play;
Physical well being;
Curiosity (child's basic disposition to learn);
Self-Worth;
Spoken language;
Perception of print;
Ability to live in harmony with others; and
Decision making and problem-solving skill.

Dr. Porter asked how to make accurate observations, for example, on play and curiosity given the fact that five-year-olds are difficult to test. Dr. Mast responded that children could be observed in their homes or at day care and preschool centers. She said these settings meet the three criteria for good environments in which to measure growth and development:

Familiar Environment;
Familiar adult doing the assessment; and
Play material selected by the child.

Dr. Mast advised that the point of entry into school should not be a time focused on measurement. Measurement should begin before school entry. In response to a question by Governor Campbell about the parents's role in measurements, Dr. Mast indicated that it is possible to create special forms for parents that would provide a way for them to observe and report on their childrens' progress.

Goal 3: Student Achievement and Citizenship

Ray Turner, Assistant Superintendent for Educational Accountability, Dade County, Florida. Dr. Turner said he would deal with the goals from the perspective of a local school district. He indicated a need for:

1. Indicators that are fair and perceived as fair;
2. A variety of new assessments;
3. Assessments focused on outputs;
4. Indicators that reflect the community;
5. Indicators that promote improvements;
6. Indicators that focus on the right issues;
7. Indicators that are based on common definitions; and collection methods.

Dr. Turner said the emphasis should not be on how to look good but on how to be good.

Goal 4: Mathematics and Science

Al Buccino, Dean of Education, University of Georgia, Athens, Georgia. Dr. Buccino's testimony provided a new perspective on levels of achievement in math and science. In the era after Sputnik, he said, the nation focused on providing math and science education for the gifted elite; today we are concerned with the level of achievement of all students. The blue prints for improved measurement exist now.

Dr. Buccino also said there is a need to address the basic characteristics of teachers. He said that we are experiencing a crisis in teaching math and science content, especially in the lower grades. Teachers do not have a mastery of math and science the way they do the other subjects they teach. Dr. Buccino also commented on classroom size, teacher/program efficiencies, and content-relevant pedagogy.

Linda Creque, Commissioner of Education, Virgin Islands. Dr. Creque gave a summary of what has been done in the Virgin Islands to improve math and science teaching. She said that the Virgin Islands have focused on the preparation of elementary teachers in math and science. She stated that all elementary teachers are now being retrained and that this training will be expanded to the middle grades during the 1991-1992 school year.

Questions from the audience were taken. Questions, comments, and reactions concerning Goals 1, 3, and 4 follow.

Questions/Comments from Audience - Goals One, Three and Four

Fred Sheheen, Commissioner of Higher Education, South Carolina, said that many parents are not able to determine readiness in their children. He pointed out that children come from diverse backgrounds, that some parents are not capable of understanding the findings of a complex assessment, and that the use of written assessment instruments might be inappropriate in a state with high levels of illiteracy.

George Kahdy, of the Office of the Governor of North Carolina said the "whole child" can't be addressed in just five and a half hours each day. He said schools should be open longer and teach more.

Kathy Howell, Test Coordinator for Translyvania County, North Carolina, opposed the idea of a national curriculum and said she fears that one is now in effect, being developed by textbook companies and publishers.

Dr. Porter stressed the need for specific feedback on ways to determine how well we are doing in achieving important education standards without going to a national curriculum. He asked for specific reactions from the forum.

Al Eads, Superintendent of Hampton, South Carolina, School District No. 2, expressed concern about the lack of rural perspective in the education goals. He said that equity is still a significant problem. When districts are labeled as impaired, there is a negative impact on students in the district.

Governor Campbell responded by assuring the forum that the measurements used by the National Education Goals Panel will serve as the benchmark of where states are now. It is an effort to measure progress, not to rank or condemn performance.

Governor Romer asked two key questions of the forum:

1. Would you use standards?
2. Would you be willing to work in a cluster of states?

Deborah Pinchah, of Charlotte, North Carolina, wanted to know if businesses were involved in establishing the standards. Governor Campbell responded that the Business Roundtable worked on the establishment of the goals. Business has been a key player because it needs a workforce that knows how to learn. Businesses are very interested in whole-family education.

William Jacobs, of the South Carolina School for the Arts, wanted to know what "safeguards" will prevent the federal government from taking over if a national system of testing is implemented.

Alice Robinson of the Anderson, South Carolina, Board of Education, emphasized the need for math and science education in the lower grades.

Teddy Crownover, of Five-Star Educational Research, Palm Desert, California, supported the principle of national standards. She said there is a need for a national framework that each state could adapt to its own needs. She also asked that both minimum and ideal achievement standards be set.

Frank Hart, of the South Carolina Vocational and Technical Education Committee commended the move to national education standards. He said there is a need for clear goals and objectives and emphasized the importance of parental involvement, especially with young children. He said students should be taught the high value of work well done.

Phyllis Crane, of Spartanburg, South Carolina, addressed Goal 3 (Student Achievement and Citizenship), expressing concern that the fine arts are not specifically included. She said art plays an important role in elementary and preschool education.

Testimony on Goals Two, Five and Six

Goal 2: High School Completion

Floyd Johnson, Coordinator of School Attendance in Alabama. Johnson said there is a need for new procedures in counting dropouts. Mr. Johnson discussed the need to address dropout rates by race and account for special education students. In response to questions, Mr. Johnson said that the GED recipients should not be included in the graduation count.

Goal 5: Adult Literacy and Lifelong Learning

Karl Haigler, Special Advisor for Literacy in Mississippi. Haigler provided an overview of the nation's first statewide literacy assessment program. He reminded the forum that literacy programs can be funded from Job Training Partnership Act (JTPA) funds. The Mississippi program established a baseline for solving the literacy problem over a period of time. The state's business community offered an incentive for training employees. Businesses receive income tax credits; 40 companies throughout Mississippi are now involved. In response to a question regarding race as a literacy predictor, Mr. Haigler said in Mississippi there is a racial disparity in literacy. This is due to a legacy of under-education, income level disparity, and generations that lack education as a result of intended policy. The problem has had an intergenerational effect. He reminded the forum that this is a national problem and that measurement should be opening doors of opportunity.

Goal 6: Safe, Disciplined, and Drug-free Schools

Thomas Kerns, District Superintendent of Greenville, South Carolina. Dr. Kerns described the comprehensive drug-free schools program that has been implemented in Greenville, South Carolina. The program involves parents and the community. As a result of the program, high school drug use has gone down. Governor Campbell asked what progress was taking place at the grammar school level and what we should do that we are not doing. Dr. Kerns said parents are more involved and recommended more alternative programs, counselors, services for expelled students, and no-nonsense behavior codes.

A panel of regional Governors' designees then gave testimony from a state policy perspective.

Alabama. Dr. Anita Buckley said Alabama is focusing on Headstart, school readiness, adult literacy, and safe schools. Adult Literacy Councils have been established, as well as state committees for each goal.

Georgia. Dr. David Lee reported that under Goal 1, Georgia has created statewide preschool programs for four-year-olds, of which parental involvement is a strong component. For Goal 2, dropouts are getting special assistance. In-school suspension programs and middle grade counselors have been put in place. For Goal 3, Georgia has implemented testing reforms to eliminate excessive testing. However, the state is expanding the writing test. For Goal 4, teacher training, teacher recruitment, and a special certification body has been established. For Goal 5, tax credits are being offered to employers in association the Mississippi literacy program. For Goal 6, the study of drug and alcohol abuse has been made a part of the health curriculum.

Mississippi. Pickett Wilson reported that Mississippi had passed the "Mississippi Best Act," which addressed Goal 1 in a comprehensive way. Mississippi will screen all three-year-olds. The state will take over districts not meeting standards. Mississippi has also passed an anti-drug bill. Schools have been given more flexibility to educate children.

North Carolina. George Kahdy reported that all five-year-olds are in kindergarten, all at-risk children receive assistance, and about half of the at-risk four-year-olds are in preschools. The North Carolina business community has taken on a project working with parents. There are dropout prevention coordinators in all school districts. Summer school is available for all students who need it. The Cities in Schools program has started a community and schools program for rural areas. There are programs of school accountability, school improvements, and pay incentives for teachers. There is also a workforce preparation curriculum. Community colleges coordinate with a parent supported math/science network. North Carolina has a Literacy Commission with 60 literacy councils and a strong state council.

Puerto Rico. Ana Babylonia reported that Puerto Rico has implemented a strong reform package. There are new early childhood programs for four- and five-year-olds, and elementary school enhancement. Special programs for mild-to-moderately handicapped students are in place. Parental involvement programs for parents of children ages 6-16 have been implemented. A critical-thinking skills course has been added to the curriculum. The entire community has been mobilized around the education changes taking place.

South Carolina. Dr. Barbara Nielsen reported that South Carolina has established a committee to help establish measures. Dr. Nielsen said national standards should provide help to parents. South Carolina will evaluate its system of delivery and will continue with reform. Dr. Nielsen believes that national goals should be laced throughout state education, and she advocated the inclusion of the arts, humanities, and foreign languages in all six goal areas. She said the role of the state should drive assessment at the local level.

Questions/Comments from Audience

Instead of listing the comments made by individuals, the SouthEastern laboratory summarized the substance of points made in public testimony.

The indicators that generated the most response frequently concerned future Progress Reports by the National Education Goals Panel. The issues mentioned most often were teacher preparation and recruitment, equity, policy evaluation, curriculum development, and parental involvement. Testimony on the indicators was given by representatives of professional education organizations as well as school superintendents, college professors, and classroom teachers. Participants testified that the public is not sufficiently aware of the national goals.

Public Testimony on Goal 1: School Readiness

Readiness for school should be measured on a continuum. Partnerships should be created between the schools and day care and recreation centers. Readiness for school should be arrived at in different ways. Parents should share in the process, and standards that have already been developed should be used. There were calls for caution with regard to standardization. Some forum participants wanted a better definition of readiness. Some expressed the need to recognize that individual children enter school ready to learn at different rates.

Public Testimony on Goal 2: High School Completion

One recommended that Goal 2 be revised to read: "High school completion rate will increase by 90 percent." Another suggested a third objective should be added: "The employability of young adults with disabilities will be raised to 95 percent." Another indicated that Goal 2, as now stated, fails to include appropriate objectives for persons with disabilities. A member of the South Carolina State Development Board asked for a definition of basic skills.

Public Testimony on Goal 3: Student Achievement and Citizenship

Goal 3 received more public testimony than any other goal. Testimony came from college administrators, school board representatives, university board members, policy makers, teacher and administrator associations, school boards associations, state parent councils, and political officials.

Issues discussed included research, assessments, gifted education, library/media programs, art, standards, parent responsibility, testing, and school restructuring.

The panel was asked to consider carefully the role of the researcher. The assessment items to be used in 1991 should build on the 10 years worth of research that already exists. A concern was expressed for gifted students. It was suggested that foreign languages and the arts be included in Goal 3. It was also suggested that citizenship education be measured under Goal 3. The Library Association suggested adding library media programs to Goal 3 in order to help develop critical thinking and information gathering skills among students. Five organizations and individuals testified in favor of including the arts in Goal 3.

The South Carolina Schools Boards Association cautioned the panel to be very careful with standards. It was also suggested that parent responsibility be built into Goal 3, along with the need for schools to help students develop decision making skills. The panel was asked to phase in any national test slowly and carefully and not to implement a national curriculum. The South Carolina Teaching and Leadership Institute advocated more teacher power and local control of curriculum.

One policymaker said too much attention has been placed on assessments. It was pointed out that foriegn language and international issues had not been addressed. A recommendation was made for a special emphasis on English, especially for limited-English proficient children. It was said that ethnic diversity had not been given sufficient attention and that only token importance is being paid to global issues. One forum participant pointed to the Forest Elementary School in Columbia, S.C., as a model for multicultural classrooms.

Classroom teachers tended to recommend smaller pupil-teacher ratios, health and nutrition programs, and teacher-directed instruction. Attention was also given to curriculum development. Small districts voiced concern over rural problems such as the economy and teacher recruitment. Alternative strategies and indicators recommended for inclusion were the use of libraries and the use of art in school readiness programs.

Public Testimony on Goal 4: Science and Mathematics

The South Carolina Council for Exceptional Children wanted to add the words "including teachers" to the objectives in Goal 3. The Council representative pointed out that high quality math and science teachers are needed in special education and that teachers of students with disabilities need to be better prepared.

Public Testimony on Goal 5: Adult Literacy and Lifelong Learning

It was suggested that one of the objectives under this goal should be that lifelong learning opportunities are available for all persons, including those with disabilities.

Public Testimony on Goal 6: Safe, Disciplined, and Drug-Free Schools

It was suggested that the third objective be modified to permit persons with disabilities an alternative curriculum to the K-12 drug prevention program.

Conclusion

In summary, the regional education laboratory considered the most important themes that emerged concerning the proposed set of indicators and strategies were:

- The requirement of states and local school districts to report on programs designed to address the six national goals requires fiscal resources dedicated to the evaluation of the efforts. Without such reports, the nation will not have the necessary statistical indicators to report on our progress, or lack of progress, in meeting the goals.

- Parents must be involved determining their children's readiness level for school.

- Strong testimony was presented supporting the inclusion of the arts in Goal 3. While the goal does not specifically exclude the arts, the lack of reference may obscure the arts from view. The National Education Goals Panel was encouraged to develop goals in terms of the affective domain as well as the cognitive domain. Strong encouragement was given for the inclusion of art in early childhood education.

- Other goal-related issues involved the need to clearly define "readiness" and "basic skills."

The following is a list of persons who registered for Public Testimony:

Frank Medley
George Dixon
Fred Sheheen
Jean Fowler
Sandra James
Diane Ervin
Bonnie Rushlow
Walter Tobin
John Cone
Beth McDermott
Ellen Mays
Bennett Lentozner
Lester Cross
Virginia Wyrick
Barbara Gottsman
Teddy Crowover
Frank Medley, Jr.
Sandra Speer
Albert Eads, Jr.
Oakley Coburn
John Buchanan

NATIONAL EDUCATION GOALS PANEL: NORTH CENTRAL REGIONAL FORUM

COLUMBUS, OHIO

THURSDAY, APRIL 25, 1991

Ohio Governor George V. Voinovich welcomed everyone to the regional forum. There were about 200 people in attendance and 250 over the course of the day. Seated on the stage at the Vern Riffe Center for Government and the Arts were Governors Roy Romer (CO), George Voinovich (OH) and Evan Bayh (IN); Ohio Superintendent of Public Instruction Franklin Walter; Kentucky Commissioner of Education Thomas Boysen; West Virginia State Superintendent of Education Henry Marockie; U.S. Department of Education Assistant Secretary John MacDonald; and NEGP Executive Director Pascal Forgione.

Introduction

After opening remarks by the three governors, members of the Resource Groups reported on the six goals. Following these six presentations, the agenda called for invited testimony for each goal, followed immediately by testimony from the audience.

Testimony on Goal One: Readiness for School

Lawrence Schweinhart (High/Scope Educational Research Foundation) and Thomas Boysen presented invited testimony. Schweinhart encouraged the Panel to focus on a broader definition of thinking skills to include creative skills, social skills, and personal initiative; encouraged better training and higher pay for early childhood teachers; and encouraged observation (rather than any national testing) of young children, including those at the elementary level.

Thomas Boysen (Kentucky Commissioner of Education) suggested a need to focus on inventing the data we need rather than aggregating the data we have. He recognized the importance of the federal role; said that assessment and data collection must be better funded; defined good data as that which can be traced back to individual students; endorsed the notion of regional collaboration; and encouraged swift action toward regulating the tests that children take.

These minutes were prepared by the North Central Regional Educational Laboratory at 1900 Spring Road, Suite 300, Oak Brook, IL 60521-1480.

Questions/Comments from the Audience – Goal 1

Eleven members of the audience presented testimony on Goal 1.

Mary Campbell-Zopf (education consultant, Ohio Arts Council) said we must consider the diversity of human minds and stated that the arts should be included in the goals.

Margie McIntyre (chairman of a parent's group) expressed concern that data collection proposed by the Panel would amount to little more than bureaucratic paperwork. She suggested providing more evaluation and funding of preschool programs and increased health interventions.

Mary Patterson (Columbus Metro Area Community Action Organization) said the goals should have more emphasis on the social and emotional needs of students; that services should be planned individually; that existing information regarding school readiness lacks a sufficient parent involvement component; and that math and science should be included at the preschool level.

David Furney (The Ohio State University) said that the consequence of testing young children would be developmentally inappropriate; stated that assessment should be broad in early childhood programs; and suggested that instead of focusing on how to make children ready for school, we should focus on making schools ready for children.

Kathy East (librarian representing the American Library Association) stressed that library use is critical and suggested that home surveys include questions on the availability of books in the home, possession of library cards, and use of library programs.

Ken Hawley (Ohio superintendent) cited page 14 of the *Compendium* and said the government should not be in control of collecting in-school data, but that there should be more involvement of parents, teachers, and administrators.

Phil Heit and ***Linda Meeks*** (professors at The Ohio State University) stressed the importance of health education and proposed that Goal 6 be changed to reflect a need for comprehensive K-12 health education programs that would include helping to provide students with skills to be good parents.

Harry Eastridge (Middletown, Ohio superintendent) spoke on the topic of public school choice, saying that in our enthusiasm to achieve goals we must be careful not to trample other issues and trade freedoms for efficiency. He urged caution in making inappropriate international comparisons among students. He pointed out that Japan and Germany weed out students by the ninth grade who aren't college material, while Americans foster the notion that any student can find a college to attend.

Isabelle Berry Rice (Illinois school nurse) stressed the importance of health education throughout school years, not just as a school readiness issue.

Shirley Hawk (Ohio State Board of Education) wants to eliminate the word "poor" from our vocabulary and use "low income" or "disadvantaged." She encouraged the Panel to consider mandating that parents get involved with their children's education, and stressed a need for teacher readiness--especially for teachers unfamiliar with teaching minority students.

Testimony on Goal Two: High School Completion

Ann Taylor (Illinois teacher) provided invited testimony and praised the education that can be offered in a small, rural school. However, she said teachers need better information on identifying at-risk conditions, better support systems, and that schools need more vocational educational programs.

Questions/Comments from the Audience - Goal 2

Three members of the audience testified.

Tom Eson (Illinois Coalition for Public Education) discussed the social implications of continuing to ask schools to do more. He suggested an overhaul of the welfare system that would require unemployment and public aid recipients to be in school in order to collect their money.

Shirley Hawk (Ohio State Board of Education) expressed concern about the number of African-American males who drop out of school and referred to two pieces of Ohio legislation -- HB154, which allows permanent exclusion from school of those age 16 and older convicted of certain crimes, and SB51, which allows student suspensions and expulsions to extend into the next school year.

Aron Ross (Reynoldsburg, Ohio assistant superintendent) said this country focuses too much on the ages of kids in school--saying that some 16-year-olds belong in college and some 20-year-olds still belong in high school.

Testimony on Goal Three: Student Achievement and Citizenship

Henry Marockie (Superintendent of Education, West Virginia) and Dick Boyd (Chairman, National Assessment Governing Board) gave invited testimony. Marockie expressed concern that whatever test we devise will drive the curriculum and that we should encourage teachers to devise assessments. He said that teacher training models must be changed if we are to change classrooms; that "equal" can be a bad word because some children need "unequal" treatment; that technology is dramatic tool that can free up teachers to spend more time with other students; and that choice has great potential as long as we help assure that the schools being left are as good as those being chosen.

Richard Boyd focused his comments on the scheduled June 6 release of NAEP results. Referring to pages 40–43 of the NEGP Compendium of Resource Group Interim Reports, he said NAEP is changing from what is to what ought to be.

Questions/Comments from Audience – Goal 3

Nine individuals gave testimony.

Colleen Reader (Indiana teacher) said she was distressed at the lack of mention about teachers and cited the need for professional development, both inservice and preservice.

John Anderson (dean of an Ohio community college) urged the Panel to reconsider the exclusion of SAT and ACT scores, saying that these tests are good because they indicate a level of academic preparation.

Carla Edlefson (executive assistant to the president of the Holmes Group) raised concern about over–emphasis on data collection. Using the analogy of John F. Kennedy's 1960 challenge to put a man on the moon by the end of the decade, she asked the Panel if they wanted to build the telescope to see if we get there, or the rocket to get us there. She asked the Panel to consider how much time, resources, and trade–offs would be needed to collect data.

Diane Ging (Central States Conference on Teaching Foreign Languages) said foreign language study was an important extension of Goal 3, and that students need to begin the study of a foreign language in elementary school and continue in high school. To understand other cultures, students need a knowledge and understanding of the language.

Jerry Martin (member of an Ohio college faculty; involved with children's theater) discussed the difficulty in learning to appreciate cultural diversity when local students (in homogeneous communities) attend local colleges of education and go back to teach in local schools.

Jim Craig (assistant dean of the college of education at Western Kentucky University) said we should create tests that are worth teaching to and remember to include higher education in the reform process.

Tom Eson (Illinois Coalition for Public Education) said we should assess, evaluate and report on the achievement as well as ability of our students; expressed concern over district and school report cards because comparisons are so often used in negative ways. He predicted that a national test surely would result in a national curriculum that might be good in the short term but not the long term.

A speaker (name inaudible, The Ohio State University) encouraged setting realistic standards and creating a new school culture.

The next speaker (name inaudible, University of Toledo, Department of Art) endorsed the inclusion of Advanced Placement testing, and encouraged the Panel to remember the arts.

Testimony on Goal Four: Science and Mathematics

Jane Butler Kahle (science professor at Ohio's Miami University) and Joe Boutwell (West Virginia math and science teacher) gave invited testimony. Kahle urged that the concept of student achievement be expended beyond paper-and-pencil performance to include application of higher order thinking. She also said we need to analyze the barriers in the pipeline regarding who goes on to study math and science, paying particular attention to minorities and the gender gap. She encouraged teaching science as it is practiced, as investigative, open-ended and data-driven; evaluating classroom practices; involving scientists in standards development; and expanding teacher preparation.

Joe Boutwell spoke against a national test, drawing on his experience with one in Nepal. He said many teachers have implemented new practices in the classroom, but that tests don't measure them. Textbooks and tests are lacking in critical thinking aspects, and although we know that hands-on techniques are vital in the teaching of science, there is insufficient funding available. He encouraged the establishment of goals and assessment devices, but cautioned against overlooking critical thinking and creative aspects of student learning.

Questions/Comments from Audience - Goal 4

Eight individuals testified.

Karen Brown (Executive Director of the Illinois Vocational Education Association) applauded the goals, but said that students not receiving college degrees are ignored, and that any notion of vocational education appears only in relation to adult literacy. She said we must strive to change the image that the only valuable students are those who pursue college degrees. She suggested encouraging employers to request copies of high school transcripts when they employ young people.

Marilyn Cross (president, Ohio Education Association) said teachers are not afraid of a national curriculum--they're afraid of bypassing the concept by going to assessment first. She referred the Panel to The Underachieving Curriculum, available from the National Association of Mathematics Teachers. She also said she was offended by talk of "teaching to the test" because it implies that teachers are being accused of cheating.

Robert Donmoyer (Center for Science, Teaching and Learning at The Ohio State University) emphasized the importance of the arts; acknowledged the difficulty in assessing a broad range of abilities and hopes that "authentic assessment" is more than rhetoric. He suggested that the Panel look at New Zealand's performance assessment system.

Sheila Cruse (Kentucky Association for Gifted Education) said we need an ongoing, well planned program for gifted students and that grouping students is consistent with promoting excellence. She said teachers need mentors and professional development, and that not to match student need with opportunity is a waste. Students must be challenged or they tune out, she said.

Peggy North (5th-grade West Virginia teacher and member of the West Virginia legislature) said she groups students in her classroom according to ability and urged that because kids forget math during the summer we should "rediscover" the school calendar.

Barb Sills (Battelle Corporation) said she sees a pattern of science and math phobia in elementary teachers and this avoidance is transferred to students and follows them in life. She said we need more collaboration and partnerships and that change must begin with young children and elementary teachers.

Mike Howard (representing a nonprofit group from Kentucky) said we need to think of science as a verb, not a noun. He also asked if we want our students to have a thorough knowledge in one discipline, or a broad knowledge that connects the disciplines and better reflects the world as we see it.

Shirley Hawk (Ohio State Board of Education) said, "I learned to read so I could read to learn." She suggested schools consider some type of open-book tests and let students use the resources they'll use in life. She also advocated no release from prison for inmates who fail to pass the GED.

Bing Davis (Chair of the Art Department at Central State University) commented on the important role of the arts in helping students understand diverse cultures.

Testimony on Goal Five: Adult Literacy and Lifelong Learning

Audrey Carr presented invited testimony, focusing on adult workers. She said there is no real assessment strategy in place to measure how workers are adapting in the workplace, and we need to have a better picture of what adult deficiencies are so that situations can be improved.

Questions/Comments from Audience - Goal 5

Six individuals presented testimony.

Gene Krebs (vice president of an Ohio school board) said we need a non-classroom assessment of the environment--Are kids happy? Are teachers happy? He also expressed concern about high school graduates who are denied access to local colleges because of residency requirements.

Karen Rader (Ohio Foreign Language Association Political Action Committee) expressed concern that foreign language literacy is missing from the goals and that the workforce needs foreign language skills to function in a global economy.

Judy Griggs (President of the Ohio Literacy Network) said we are dealing with so many undereducated adults that we must bring the "best of the best" together and work to break the cycle.

Kim Dawson Wagner (parent) expressed frustration and concern that so much of the testimony came from inside the education community and that the goals and needs of parents are being overlooked. Parents are footing the bill for tutoring, she said, and they should be included in more decision making. She is concerned that consumerism is moving from products to public education.

Pat Mitchell (president of the Ohio PTA) said parental involvement is crucial, and we must help parents help our children.

Jim Southward (Plymouth Brethren) urged the panel to give consideration to religious conscience and maintain sensitivity to students' religious beliefs..

Testimony on Goal Six: Safe, Disciplined, and Drug-Free Schools

David Allen (President of Kentucky Education Association) presented invited testimony. He said agrees with Resource Panel Member Len Anderson that Goal 6 is imperative to reaching all the goals. He encouraged expanding the definition of "drug free" to apply to all children at all locations and at all times. He said that the concept of safety must extend beyond the campus and that verbal violence must be included. He applauds the intent of schools to become "safe havens," but says we must go beyond schools. He recommended removing non-nutritional food items from schools, urged continued consideration of student IDs, suggested that the Panel consider schools as community places so that school buildings could be used evenings and weekends, and urged a more personalized atmosphere at schools--- between teachers and students and between students and their peers.

Questions/Comments from Audience - Goal 6

Eleven individuals presented testimony.

An unidentified speaker spoke out against teachers setting the wrong example by using vulgar language at school; reported that her children said it was easier to get drugs than lunch at their schools; and asked why drug dealers are allowed on school grounds.

Linda Meeks (professor, The Ohio State University) recommended that language in the third objective (*Compendium*, p. 90) be changed to read, "Every school district will implement (not develop) a comprehensive K–12 drug and alcohol prevention education program." She also recommended that districts offer teacher training; that districts offer family health class in the 12th grade; that every university offer a health course in the first year; that every teacher have a course in comprehensive health education; and that an objective be added that asks business and industry to have health workshops in the workplace.

Debra Miller (Kentucky Youth Advocates) suggested the Panel look at the discipline data gathered by the Office of Civil Rights.

Tom Eson (Professor, Chicago State University) encouraged the Panel to address the growth of gangs as tied to drug profitability. He also said we need to teach students to appreciate and understand other cultures, and that perhaps the greatest need for this lies in schools without high minority populations.

Mary Greenlee (Franklin County, Ohio, Drug–Free Schools Consortium) encouraged government support of the evaluation of drug–free programs.

Isabelle Rice (school nurse, Illinois) said parents must become more powerful.

Don Dyck (Delaware City, Ohio superintendent) said we must focus on decision making, behavior, and responsibility and consider the effective schools research on school climate.

Shirley Hawk (Ohio) said we won't have drug–free schools until we have drug–free homes and urged participants to exercise the rights they have as citizens, taxpayers, homeowners.

Ann Lane Gates (Akron, Ohio, Public Schools) said if we want safe schools, we must have safe neighborhoods, and she recommended that the Panel consider the involvement of the religious community.

Dick Tormasi (Superintendent, Alliance City Ohio Schools) commented on the need for an effective plan to help parents––especially single parents––cope with their own children.

Gene Krebs asked the Panel to please give public education systems a level playing field; said we need a better and more expedient way to remove ineffective teachers; said school boards do not work properly; and wished interest rates could be lowered so that one parent could stay home with the children.

Conclusion

Although for the most part there was little repetition, several consistent themes were evident: the need for increased parental involvement, better teacher preparation, and more focus on health--both intervention and education. The importance of vocational education programs, foreign language study, art education, and the role of religion in students' lives were also mentioned throughout the forum.

NATIONAL EDUCATION GOALS PANEL: MID-WEST REGIONAL FORUM

DES MOINES, IOWA

TUESDAY, APRIL 30, 1991

Iowa Governor Terry Branstad welcomed participants. There were about 200 people in attendance and 250 during the day. Four governors were seated at the head table during the forum: (1) Governor Branstad, Iowa, (2) Governor Nelson, Nebraska, (3) Governor Romer, Colorado, and (4) Governor Ashcroft, Missouri. Also at the head table were (1) Sue Carlson, First Lady of Minnesota, (2) Roger Porter, assistant to the President for economic and domestic policy, (3) Pat Forgione, Executive Director, NEGP, (4) John MacDonald, Assistant Secretary, US Department of Education, (5) John Bonaiuto, South Dakota Secretary of Education (representing Governor Nicholson), (6) Tom Fonfara, Senior Policy Advisor to Wisconsin Governor Tommy Thompson, (7) William Lepley, Iowa SEA Director, (8) and Doug Christensen, Nebraska Deputy Commissioner of Education.

Introduction

This section provides the laboratory's summary of the public testimony on the National Education Goals. Because of its importance, they placed the section first.

(1) The national focus on improving education via the six goals is well-supported, even among people taking issue with the selection of specific indicators of progress. The goals probably will remain well supported as long as there are no mandates. If there is to be local accountability, there must be local autonomy.

(2) We should be aware of the costs necessary to achieve the national education goals as well as the costs associated with assessing progress toward the national goals.

(3) Vocational education should be highly valued and should be integrated in the assessment and education reform movement. Due to the information and high-tech age, vocational education students need to achieve in math and science (and other basics) at the same level as college preparatory students. Vocational educational students need to be taught higher-order thinking and problem-solving skills if this nation is really to reach its goal of achieving world-class education.

These minutes were prepared by the North Central Regional Educational Laboratory at 1900 Spring Road, Suite 300, Oak Brook, IL 60521-1480.

(4) This country needs to get more students (especially women and minorities) interested in science and mathematics by whatever creative means possible. Science facilities desperately need to remodeled.

(5) In all facets of education and assessment, this country must accommodate diversity. [It is interesting and important to note how often this came up, even though the audience appeared to be rather homogeneous.]

On April 30, the goals were not discussed in numerical order. Goals 2 and 6 were discussed together first, then Goals 3 and 4, Goal 1, and Goal 5. General testimony occurred afterwards. Outlined below is a brief summary of the "flavor" of the testimony in the order it occurred.

Testimony on Goals Two and Six: High School Completion; and Safe, Disciplined, and Drug-free Schools

Goal 2: School Completion

Aaron Pallas, Associate Professor, Educational Administration, Michigan State University, Lansing, Michigan, Goal 2 Resource Group Member

- High school completion is important, and we need direct (independent) measures of students' skills and competencies.
- There is a strong interrelationship between the goals and school reform.
- We need educational equity; we need a data reporting system that focuses on subgroups' high school graduation rates.
- Use current information systems, such as Census Bureau, state data, NCES, and GED; also, try to get school-based information.

Goal 6: Safe, Disciplined, and Drug-free Schools

John Porter, Superintendent of Detroit (MI) Public Schools, Goal 6 Resource Group Member

- The goal is important to most Americans.
- The Resource Group recommends measuring student use of drugs at the secondary level (*students* need to be free of drugs, not just schools).

- Measure violence and crime in schools; survey teachers and staff

- The Resource Group agreed on what a disciplined environment *wasn't* but not what it *is*. So we recommend that we measure opinions of student and teachers regarding what makes schools conducive to learning. For September, use the four available national survey instruments, recognizing there are no comparable state data. Improve national indicators of progress and develop state-level indicators.

Ronald Stastney, Assistant Superintendent, North Dakota Department of Education (also representing North Central Association), Invited Speaker

- The goals are important; they say we want to give students a good education. Most Americans believe kids should stay in school (Goal 2) and that schools should be safe (Goal 6).

- In our situation of rotten outcomes, competition of high schools might bring a brighter economic future.

- Some say school completion is a proxy measure (of student achievement). We need to continue to divide groups of students--sorting, tracking.

- We must be concerned with equity.

Questions/Comments from Audience - Goals 2 and 6

Gordon Maney, Norway, Iowa

- Increased graduation requirements have reduced graduation rates. There is too much emphasis on college preparatory courses that don't necessarily provide meaningful information. In Iowa, many college grads are looking for vocational education jobs.

- Practical and useful education is better. It is possible to interest students through industrial arts. Academic courses are not an education, but a means to an end.

Aileen Helmick, Associate Professor, Department of Library Science and Information Science, Central Missouri State University, Warrensburg, Missouri

- I support Goal 2, but we must become aware of the importance of the active involvement of school libraries/media centers in improving each child's education. Through libraries, students can investigate various resources, including print and communications technologies.
- Also, as the nation considers early intervention strategies, it should remember the

- Also, as the nation considers early intervention strategies, it should remember the media centers, which can "hook" children into exciting and productive activities.

Irene Chalmers-Neubauer, Professor of Education, Upper Iowa University, Fayette, Iowa

- How can we help student teachers approach pluralism?

(Roger Porter's response: Dropout rates have cut in half for African-Americans, but not for Hispanics. Why?)

(Chalmers-Neubauer's response: Motivation. Students need to believe that they can succeed. Local control is important, too. The national goals are important and should help address the problem.)

C. M. Oswald, Past President of the National Association of Academies of Science, College of Saint Mary, Omaha, Nebraska

- Hispanics are not as involved in school as they need to be, especially in the sciences, because they are strongly family oriented. Many young students go to work to support the family.

Gloria Hoffman, President, Des Moines School Board, Iowa

- Goal 2 is the most difficult. We must think of the whole child. We need to give direction in career planning.

- Keep expectations high, but keep flexible methods. Keep assessment for Goal 2 simple, administratively. Teachers and administrators don't have time for more paperwork.

Jim Anderson, Coordinator, Heartland Area Education Agency, Des Moines, Iowa

- To address Porter's question about how to help minorities, reduce class size to fifteen. This will help address issues of self concepts.

(Roger Porter's response: The effectiveness of reducing class size is not fully substantiated by data. Individual attention does make a difference, but it, per se, is not enough.)

Jack Mortenson, Early Adolescent Advocate Network, Inc., Sioux Falls, South Dakota

- Goal 2 is too centered on high school. A report by the Association of Middle Schools shows that the decision to dropout occurs by 8th or 9th grade.

won't mean much. Perhaps employers should have contracts with students that say, "I'll hire you if you agree to pursue your education.")

JoAnn McKay, President Elect, Phi Delta Kappa, Iowa

- Standards are statements of what is valued. We believe we have the best education system in the world. So then, don't compare us with England, which does not have a good system.

- Report cards might make politicians and some of us feel better, but report cards, per se, might not improve even one student's performance.

(Roger Porter requested that the audience send us your comments. We do want to hear more about how we ought to survey students (not just schools) about drug use and how to measure discipline.)

Testimony on Goals Three and Four: Student Achievement and Citizenship; Science and Mathematics

Goal 3: Student Achievement and Citizenship

Pat Forgione, Executive Director, National Education Goals Panel, Washington, D.C. (substituting for Chester Finn, Goal 3 Resource Group Member)

- Look carefully at the interim measures since it will take a long time to put the final measures in place. [Forgione had the audience refer to various pages in the *Discussion Document* and outlined which data the Resource Group recommended as interim measures, such as NAEP data, AP tests, high school enrollments, international comparisons, national polls, and state reports. Forgione also discussed the measures that were rejected, such as SAT and ACT tests, the College Board Achievement tests, the International Baccalaureate, military screening exams, and norm-referenced achievement tests.]

H. D. Hoover, Director, Iowa Tests of Basic Skills, University of Iowa, Iowa Testing Programs, Iowa City, Iowa; author of the ITBS norm-referenced test; Invited Speaker

- It's ironic that some want to get rid of the current Iowa testing system since it was meant to fix the "bad" testing practices that preceded it.

- The GED is an extremely demanding exam.

- For many years, the ITBS has given valuable information to parents (it can indicate at-risk students at grade 4.)

- The questions being raised about testing aren't new.

Goal 4: Mathematics and Science

Iris Carl, President, National Council for Teachers of Mathematics, Houston, Texas, Goal 4 Resource Group Member

- 3.5 million students enter kindergarten each year, and one third are placed in the lower track for "failures." Such practices hobble our ability to achieve.

- We hold low expectations for our students in math and science. Even our brightest aren't where they should be. We still believe it takes special genes to do well. For example, take the high school class of 1980. The number who have gone on to get a Ph.D. is frighteningly small.

- Science is not taught at the elementary level (except as part of a reading program).

- For every dollar spent on education, nine are spent on dropout services.

(Romer's comment: We've been handing out Olympic "8's" (out of a possible score of 10) in the "gymnastics scorecard" of education when the world has shown us that the scores should really be "4's." Once the public realizes this, it should be a good motivator.)

(McDonald's comment: Developmental education is improving. Language courses are important. We've got to get to kids between 4th and 8th grades, before they drop out.)

Steven Osterlind, Director, Center for Educational Assessment, University of Missouri, Columbia, Missouri; author of a multiple-choice test used in Missouri; Invited Speaker

- A national report card is a good idea if (1) it has a philosophy that motivates students (students need to feel responsible for their own educational accomplishments) and helps teachers; (2) it leads to good instruction and connects teachers to the tests (inservicing is important); and (3) it has a two-tiered approach of assessing national standings and helping teachers help students.

- The right philosophy of testing is critical.

(Romer's comment: We are dealing with complicated issues. We must proceed even though we know we can do harm. It is a delicate area but we must proceed.)

(Roger Porter's comment: Please submit your specific recommendations regarding the ACT and SAT.)

(Hoover's response to Porter: It's ironic that everyone lumps ACT and SAT together. ACT started as a measurement of general high school competency. But the test is voluntary now. The SAT is used as measurement for future academic success. Totally dismissing the ACT and SAT is foolish and short sighted. Many people making such propositions really know very little about testing, such as the tests' purpose and how the current tests are developed.)

(Porter's response: We are in the curious situation of finding an interim measure.)

(Hoover's comment: I don't like the Wall Chart and am cynical that any new test for the year 2000 will be much different.)

(Osterlind's comment to the panel: Did Wall Chart help? Did it improve instruction?)

Questions/Comments from Audience – Goals 3 and 4

Paul Hokestra, Board Member, Central States Conference on Teaching of Foreign Languages, West Des Moines, Iowa

- Two points on Goal 3: Measure and report progress in mastering foreign language, because... (1) it is possible to have a national test on oral and written language skills; in fact, there are some tests already available, and (2) please set the goal at increasing five times the number of students that are to be competent in languages.

Angie King, President, Iowa State Education Association, Des Moines, Iowa; third grade teacher.

- In gathering views of teachers, I have found that:

- Factory-model schools need to change; it is counter-productive to measure the output of an outmoded education system.

- Teachers can't be responsible for those who are hungry; it's important to meet children's prerequisite needs.

- Factory-model schools need to change; it is counter-productive to measure the output of an outmoded education system.

- Teachers can't be responsible for those who are hungry; it's important to meet children's prerequisite needs.

- Professional autonomy is the prerequisite for professional responsibility.

- Multiple measures are necessary, such as thinking, feeling, doing. Research studies by the National Bureau of Economic Research, STAR, and PRIMETIME do show correlation between class size and performance.

- Evaluations must be local, and goal measurements must be recommendations not mandates. They must be fair and under local control.

- I support the goals process and urge teachers to continue participating.

Patricia Majestro, Assistant Dean, Department of Teachers Education, Cardinal Stritch College, Milwaukee, Wisconsin; 17-year teacher

- Financial support is necessary to achieve goals.

- Testing is premature until we know what outcomes we want; afraid we'll lose sight of purpose of testing.

- In improving education, look at school culture. Make sure staff are involved from the beginning; staff development is a key.

- Look at time as the variable, not the outcomes; eliminate tracking; ask every day whether kids go home feeling better about themselves.

Larry Stine, President, Iowa Vocational Association, Estherville, Iowa

- Numbers in vocational education are decreasing. There is a growing preference for college. This would not need to be the case if vocational education was part of the thinking curriculum.

(Romer: Question to ask: What do we need to jar us to make us reach higher? Do we need any national consensus on standards or is state-by-state reform enough?)

Laura Murray, Trustee, The College Board in Illinois, Hinsdale, Illinois

- Please include the Advanced Placement index in the 1991 report card. The numbers taking it have increased threefold. It is an achievement test that directly reflects high school curriculum.

Jodie Butler Greenho, Executive Director, Iowa Alliance for Arts Education, Iowa City, Iowa

- Arts need to be included in the goals. Arts education can help develop students. It develops cultural awareness.

- It is possible to have a broad-based assessment of arts in schools. There is currently a measurement test available. [She said she'd submit that information in written testimony.]

Donald Miller, Director, Nebraska Math Coalition, and Professor, Department of Mathematics, University of Nebraska-Lincoln.

- The questions you raise today may direct other groups' policies, such as for the Mathematical Sciences Education Board and the National Science Foundation. Would the panel consider sharing their interim reports with such groups?

Virgil Smith, Science Teacher, representing the Waterloo Education Association, Waterloo, Iowa; 30-year teacher

- We must not use rote methods to teach science. We must use the inquiry method. Students (and teachers) need to be actively engaged.

- Broaden certification requirements. Reinstate summer institutes. We need closer ties with universities. We must deal with overcrowding and old laboratories. We could remodel science facilities with tax credits and matching funds from government. There should be a maximum of 24 students in the classroom. We need computers.

Myrna Whigham, Program Director, Women in Science and Engineering, Iowa State University, Ames, Iowa

- Concerned about gender and culture bias in tests.

- Concerned that society accepts that it's okay not to do well in math. How many times have you heard a parent say to a child who is struggling with math, "Don't worry Susie, I didn't do very well in math either." Therefore, we must focus on nontraditional students, such as re-entry women, and nontraditional courses, such as parent/family programs (parents' attitudes affect students' success).

- Math and science should not be programs for the elite. There are too few taking math and science courses. Only four percent of the nation's engineers are women.

Testimony on Goal One: Readiness for School

Samuel Meisels, Professor, University of Michigan, Ann Arbor, Michigan, Goal 1 Resource Group Member

- All children should have good preschool experiences.
- Readiness means being prepared to participate successfully in education. (It does not mean an entrance test.) The Resource Group defined five dimensions of readiness: physical well-being, emotional maturity, social confidence, language richness, and general knowledge. Note that readiness is fundamentally relative.
- To assess readiness we can look at readily available information on birth weight, health care, etc.
- Recommend a new in-school assessment profile, and sampling versus universal.
- Don't set preschool progress adrift from early school programs.

Tom Triblett, Executive Director, Minnesota Business Partnership, Minneapolis, Minnesota; Invited Speaker

- When conducting a state survey, we discovered that problems relating to readiness to learn (and ability to stay ready) were residents' largest concern. We agree with the panel's indicators, but have three suggestions:
- Develop standards for measurement. Need structural and systemic reform. No more ad hoc programs for prekindergarten.
- Develop indicators for K-12 for learning readiness. Must determine social and academic readiness. Social services need to be brought into schools.
- Develop measurement of business and community involvement in improving readiness. Each business should have day-care type services; businesses should promote education/school readiness with state leaders; school partnerships should be fostered; businesses need to be concerned about being employers of kids; students' work experiences should be meaningful without detracting from school.

- Companies should (and many do) develop responsible corporate policies, such as parental leave, onsite schools for pregnant young women. Education is an issue for business as well as educators.

Questions/Comments from Audience – Goal 1

Mary Dean Harvey, Director, Department of Social Services, Lincoln, Nebraska (representing Dr. Clark of the Nebraska Department of Education)

- Nebraska convened a group to read the Discussion Document and respond at the forum.
- Current health and nutrition data is valuable but limited.
- To determine access to heath care, use birth certificates with vital statistics data. Analyze family health status after birth and upon school entry.
- Many more kids need early childhood programs than are currently receiving it.
- Future annual progress reports are good ideas. Splendid opportunity to bring in parents.

(Forgione's comment: The document submitted by Nebraska was very good.)

(Porter's question: Some teachers tell me that on the first day you can't judge whether a child will be successful or not, but in just a half year of observation, teachers, indeed, can. Would it be reasonable to make use of that knowledge?)

(Meisels' comment: Teachers are good at determining readiness, but this can also be biased. We tend to be remedial rather than focus on prevention. Readiness is not monolithic. All students are ready to learn. Let schools help them if they have any deficiencies.)

(Harvey's comment: Look at validated judgement. As we lack a proxy evaluation, look at play behavior as a place to begin intervention.)

(Bonaiuto's comment: Intervention is critical. It's a void in training for early childhood teachers.)

(MacDonald's comment: Yes, school must be ready, too.)

(Meisels' comment: NELS 1988 data give school history of K–8. Look at retained/not retained. The retained students showed no improvement over the nonretained.)

(Harvey's comment: We have a problem of "red-shirt" kindergartens. Parents know how it works. Until we can show improved outcomes, won't get trust of parents.)

(Bonaiuto's comment: And we have conditioned parents to accept red-shirting. What a shame--since parents send us the best kids that they have.)

Testimony on Goal Five: Adult Literacy and Lifelong Learning

Marc Tucker, President, National Center for Education and the Economy, Rochester, New York, Goal 5 Resource Group Member

- America is concerned about K-12 education because we have data showing us the problems.
- In contrast to Europe, we don't have a policy and action system in our labor market, so we have no data regarding how well we're doing.
- Despite little data on colleges, we say we are best in world, but how do we know? We have no data on the knowledge and skills of those who receive bachelor's degrees.
- There are several data sources that can be used for the 1991 report:
  - o Expand National Adult Literacy Survey
  - o Develop benchmark targets for the literacy survey so companies could compare.
  - o Survey to find numbers of businesses participating in school-to-business transition programs.
  - o Poll the public on the need for education and training, and do a sample survey on adult education opportunities.
  - o Develop student-based records. It's astounding that we don't have basic data, such as on dropouts.
  - o Need a national system of testing of seniors who graduate from college. (If it is important for high schools, why not colleges?)

Richard Ferguson, President, American College Testing (ACT), Iowa City, Iowa; Invited Speaker

- Neither tests nor indicators will produce improved performance, and I remained unconvinced that better assessment tools than current ones can be devised that will affect outcomes. The search for better assessment is always a good idea, but don't count on it to affect education on its own. Assessment is a cheap way of addressing the goals. Authentic outcomes come from authentic instruction, authentic assessment, and authentic indicators. They are all interrelated.

- Although we have one set of standards, we must have various sets of indicators. We must accommodate diversity.

- Take a closer look at the education programs of some of the countries that some people are asking us to emulate. Take the good ideas but note that many of those programs have flaws of which to be wary.

- Be open minded about receiving data available from the private sector.

Dwight York, State Director, Vocational Education and Adult Education, Madison, Wisconsin; Invited Speaker

- Refocus the education system so that all students get lifelong learning skills. Non-university bound students don't fare well. They're not asked to reach high standards and, thus, are ill-equipped to be competitive. More people must achieve higher standards.

- The adult population varies greatly, and assessment must be different. Data such as the NAEP Adult and Youth Literacy Survey should be used. Not appropriate to use degrees as proxy measures.

- Teach problem solving and critical thinking to all--not just college students.

- What will gathering information about students' attendance tell us about high school performance? What is the data intended to tell us?

- Define adult literacy. The logistics of assessment are easy but costly. The goals have provided only the first level of change. We need more information about good programs: what works for whom, how, and why.

  (Ferguson's question to panel: Who has seriously read the ACT items? [Only Forgione raised his hand.] We should look at it carefully. We need to have good standards for teachers and students. When developing the tests, ask, "What

will we do with this? What will it say in relationship to the goals?" This should not be political, but it might dissolve into that if we don't look at specifics.)

Questions/Comments from Audience – Goal 5

DiAnne Larud, High School Language Arts and Literature Teacher, Mediapolis Schools, Burlington, Iowa

- To reach the national goals, start at the bottom of the pyramid (students, teachers, administrators), not the top. For example, the Iowa Phase III program made a difference only with those who had ownership. Motivation is self-directed. When comparing test scores and data, remember they represent people; they are not simply bars and graphs.

Open Discussion on All Goals

Ruth Hughes, Chair, Partners in Vocational Education (Volunteer Citizens Advocacy Group), Ames, Iowa

- Don't reinvent the wheel. Realize the cost of developing a new national test. What we have available is adequate for the time being. Have regional standards. I agree with dispensing with the ACT and SAT. They are for prediction, not assessment.

- *All* students need basic skills and workplace skills.

Suzette Jensen, Board Member, Des Moines Independent School District, Iowa

- I benefitted from the increased funds the federal government gave education after Sputnik. Please give kids the same commitment I got in the 1950's.

- Many high schools haven't remodeled since the 1950's. There are not enough microscopes, and poor ventilation is a problem.

- Vocational education students often end up going into scientific fields. Make sure they get enough math and science, too.

Martin Wells, High School Math Teacher, Waterloo, Iowa

- When Reagan revamped the military, he gave it new funds. If Bush is to improve education, he and the legislature need to give it more money.

- More money is needed to reach goals, because we need to attract high quality teachers, training for teachers, equipment (his school has one computer for whole math department), and manipulatives. Chalkboard presentations aren't meaningful to today's students, who are frequently exposed to multimedia entertainment at home.

Margaret Lyda, Third-Grade Teacher, Longfellow School, Waterloo, Iowa

- Most dropout program focus on mid- and high-school levels. We should look at lower level programs. I can tell by third grade who is going to drop out.

- Elementary teachers are overwhelmed with by the variety of subjects they must teach with inadequate training.

- We must get rid of the stigma that math and science is not for girls and minorities. For example, most students when asked to draw a scientist, still draw a white man in a lab coat with frazzled hair.

C.M. Oswald, Scientist, Past President, National Association of Academies of Science, College of Saint Mary, Omaha, Nebraska

- We need to make sure young women and minorities are interested in science and math. (Look at the Girl, Inc., program.)

- For the paucity of current interest by women and minorities, there must be equity issues involved. What is our major crisis? Attitude? Values? Is the individual more important than group or vice versa?

Larry Stine, President, Iowa Vocational Education Association, Estherville, Iowa

- Schools alone can't improve the economy. We must raise minimum wage and address inequity.

- Vocational education must broaden its bases, not narrow them. It must forge links with business, economic investments. It does not deserve its low status.

- Equip all students with higher order thinking and problem-solving skills.

- Provide content and motivation. Provide opportunities for practical applications. Personal and intellectual skills test both. Also, show well it can be applied.

Gordon Maney, Norway, Iowa

- Vocation education is practical education that motivates students. Academic basics find practical use in these classes.

- The basic curriculum has been lost, especially geometry and math.

Paul Hoekstra, Board Member, Central States Conference on the Teaching of Foreign Language, West Des Moines, Iowa

- Give schools all the money they need, but make them accountable. Quid pro quo.
- We need more R & D, better pay for teachers, school-based management, etc.
- All states should be paying attention to the goals.

Mary Jane Murchison, Vice President, Iowa PTA, Des Moines, Iowa

- We need more new early childhood education programs such as Head Start.
- Parents are students' first teachers; they are full partners in their children's education.
- Schools must be safe and secure.
- The PTA would like to be a part of the national process of improving education.

Gloria Hoffman, President, School Board, Des Moines Public Schools

- I support the arts and vocational education.
- Look at the at-risk study done with the United Way, which shows the importance of having a community-based program (not just school-based). It's a model program for school-community-business partnerships.
- In looking at assessment, competition, and choice, remember that public schools are the one place where all children are accepted no matter what. Public schools should not pick students.
- Tax dollars should not follow students to private schools without strings attached.

Nick Fisher, Iowa

- Money must be included in any discussion of the national goals.
- We need standards, because we often get only what we expect.
- Eventually, assessment should study what happens when students get out into their fields.

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Eugene Fracek, Native American, Johnston, Iowa

- The Indian populations are not motivated by the national goals because they have had previous bad experiences when placed in the hands of the government. They are skeptical of the future. People of color need to feel empowered.
- More assessment is not needed for the Indian situation. It is already well studied and over scrutinized.
- Please include the arts. Creativity is necessary to understand cultural heritage. If the arts are not fully included, it would show the ethnocentrism of the country.

Stanley Jensen, Executive Director, Rural Schools of Iowa, Inc., Des Moines, Iowa

- Local control is important. We need to focus on small learning communities rather than "consolidated" schools (bigger is not always better).
- New programs and measurements don't have to cost more money, but they do need to be funded adequately.
- Don't let the goals and their measurements become prescriptive. People like to be asked, not told.

Jim Kimmet, Superintendent, Waterloo Community Schools, Waterloo, Iowa

- Reallocate military money to education, particularly preschool and early childhood programs.
- If there is no new money from the federal government, at least give the local communities more autonomy to achieve results. (There should be accountability for the results, not the process.)
- We're testing kids to death.
- Schools should examine their priorities, and shouldn't perform all social services. They should cooperate with agencies, reducing duplication.

Mary Beth Schroeder, Arts Education Consultant, Iowa SEA, Des Moines, Iowa

- The arts can be measured. Twenty-nine states require art instruction for some students, and nine states offer arts educations for all students. Congress has 3,000 abstracts on arts and recommends making it available in elementary and secondary schools. Many groups have called for its inclusion.

- Participating in the arts can help keep kids away from drugs and prevent them from dropping out. Arts make one feel a part of a community environment, allows for creative expression, and builds self-esteem.

Robert Duncan, Teacher, Okoboji Community Schools, Milford, Iowa

- Teachers need time to teach; they do 12 months of work in 9 month's time. Part-time help is part-time success.

- Bid for services of teachers. The cost of being a teacher is growing so that only a few can afford to be a teacher.

Marty Holt, Concerned Parent and Christian, Plymouth Brethern IV, Des Moines, Iowa

- The conscience of the student must be respected.

- Students need the basics. Modern technology is taking away from basics and self-reliance.

Peter Flynn, Superintendent, Davenport Community Schools, Davenport, Iowa

- The panel's work is great but national assessment will likely lead to a national curriculum.

- When the final surveys are done, some action should be called for, and it should be collaborative and research-based.

Betty Jean Ferguson, Concerned African American, Waterloo, Iowa

- How can we help students who are having bad experiences? (Her's was bad, too.)

NATIONAL EDUCATION GOALS PANEL: NORTH EAST REGIONAL FORUM

PORTLAND, MAINE

TUESDAY, APRIL 30, 1991

Maine Governor John McKernan welcomed to the head table Colorado Governor Roy Romer, Chairman of the National Education Goals Panel; John MacDonald, Assistant Secretary, Office of Elementary and Secondary Education, U.S. Department of Education; Eve Bither, Maine Commissioner of Education; and Pat Forgione, Executive Director, National Education Goals Panel.

Introduction

Overview by Governor Romer

The purpose of the National Education Goals Panel is to monitor our progress over time. We need a progress report in September which reports valid measures of the goals. We need to determine which are the most important questions to ask. It is difficult to measure whether a child is ready for school. If we can't find valid measures for the questions, we must note that. I believe parenting is one of the most crucial aspect of a child's success.

General goals do not work because they can't be measured. We need to be specific and concrete about levels of achievement we aim for. Next, we need some form of assessment; some are more accurate and helpful than others. We want to measure what it is that we truly want to attain.

To be an airline pilot one needs to master levels of achievement that represent certain skills and knowledge. In establishing what a youngster needs to know, we need to be clear about what the standards are and be able to illustrate what it will take to reach that level of achievement. We need to decide how we are going to reach those standards, conceptually. Then we must share the information, first with the student, then with the parent, than the school, district, state, and nation. Ultimately we must ask how we can use the standards in assessment to enable students to learn.

These minutes were prepared by the Regional Laboratory for Educational Improvement of the Northeast and Islands of 300 Brickstone Square, Suite 900, Andover, MA 01810.

The problem is how to create new assessment models. Governor Romer does not believe in developing a single national test. We all need a new authentic instrument. We must pool our resources to create groups to develop instruments that are calibrated to a common set of standards. There could be one anchor test calibrated to those standards.

It is easy to get caught up in the technicalities. We want accountability, but we don't want to use assessment to allocate resources. We need to be cautious about how we use the results of assessment. The first use should be informational, a cut at where we are as opposed to where we need to be, for us to learn what we need to know to operate effectually. We are only half way there. We are not where the Dutch are or where we should be.

Governor Romer expressed his hope that the national goals result in a cultural revolution. The nation is not yet doing what it needs to do in terms of educational achievement. There is no silver bullet. He encouraged the audience to keep these questions in mind throughout the day.

Testimony from the Region's Governors and State Education Commissioners, or Their Representatives

Connecticut Education Commissioner Gerald Tirozzi. He applauds the effort of the National Education Goals Panel and believes that accountability is the driving force. He noted documents representing related efforts in Connecticut. The indicators developed by the Goals Panel must be plausible and relate directly to the goal being measured; they must be cost beneficial; and they must be timely. The indicators must also enhance coherence among the governing structures for education at the state, district, and national levels. They must significantly affect policy and specify which policymakers they are trying to reach. They must be performance related and outcome oriented. If disparities exist, you must inform decisionmakers. Indicators should indicate the health of the education system.

Public resources and funding should be directed toward solving problems rather than simply identifying them. We know what the problems are. We should work to develop common definitions of such terms as "literacy" across the country. Let's be realistic about what we can accomplish in terms of new data collection. Let's clarify who has the authority to implement regulations and whether we need separate performance levels for adult literacy and school achievement. We need to follow the "know it" principle, moving toward a circumstance where we have more people who can build arks than who can predict rain. Let's build the ark.

Maine Education Commissioner Eve Bither. She noted that practically all of the national goals were adopted in Maine before the Charlottesville summit. Maine has an extensive early childhood network based on the Michigan model. Child development services currently exist in all 16 counties and are nationally recognized, including extensive before- and after-school programs. Maine has been working toward total literacy since 1988. In the Challenge 2000 program, at-risk kids are setting higher goals. In reference to Goal 3, in Maine all 4th and

11th graders are tested in order to provide guides for the curriculum, including an outstanding writing test. The Common Core of Learning document describes these programs in detail. A teacher preparation program forgives educational loans. A gubernatorial science task force is encouraging collaboration between university and college staff.

In Maine, math teachers are unusually united toward the goals. In fact, standards have been raised one full standard deviation over the past four years. There has been an increase from 48 percent to 58 percent in the adult literacy rate. A close collaboration exists with business. "Excellence in Education" is working to lift student aspirations. Maine's drug program is nationally recognized and 70 percent of the state's schools have it in place.

Elizabeth Twomey, representing Massachusetts Commissioner Harold Raynolds. An investment in high quality programs is cost effective and morally correct. In Massachusetts a mandate exists to provide services to special needs students. There have been discretionary grants for day care since 1985. We must design inclusive programs that target kids at risk and those from a variety of backgrounds that include and reflect diversity. We have a comprehensive program with a variety of services. Those providing services need to work closely with families. Schools need to be ready for kids as well as kids being ready for school. We need funds for children and families. We can cite the cost-effectiveness of preventive care. Preschoolers are more ready for school. Massachusetts enthusiastically supports matters related to the first goal.

We must recognize that we have a culturally and linguistically diverse student population, and this fact has an impact on all the goals. We issue a warning that in our need to define outcomes, we do not fail to ensure that there are adequate assessments of their attainment. We must acknowledge the difficulty of school finance issues. We cannot contribute to the dysfunction of the education system. Educators are viewed as begging the question; the begging is not an attempt to avoid but rather an attempt to evaluate. These issues warrant reflection and debate.

New Hampshire Education Commissioner Charles Marston. He thinks that the goals panel is a good marriage of people and purpose. He agrees with Goal 1 and its use of available statistics to determine the well being of kids and their general knowledge. Defining readiness is critical to the process. There is an issue, however, concerning the accuracy and reliability of the data. Collection of data is useful, but collecting information on everything would be too expensive. Privacy must also be considered. All five elements suggested by the resource group are necessary.

Regarding Goal 2, consideration must be given to broadening the views of data collection. We should put "choice" at the forefront of the debate. Goal 3 implies the existence of a national standards framework. It is essentially an endorsement of a national curriculum.

identification of the commonalities of the reports cited in succinct summary form would be helpful. A definition should be developed by the panel for Goal 5, and then the states could work from the suggestions. Goal 6 would require a substantial infusion of new funds in order to enforce it.

Romer asked several clarifying questions in order to determine whether Marston thought Goal 4 was a good idea. Marston agreed that an effort to establish science standards modeled after the NCTM math standards would be good but would also take an enormous amount of time. Romer suggested that currently power lies with textbook publishers, who now set the standards and "dumb down" textbooks to match the market.

Bruce Post, representing Vermont Governor Snelling. We are in the waning days of the legislative session, and Governor Snelling conveys his regrets. He began his career by writing education laws, and he is now working on the education renaissance in Vermont. Too few people are willing to do something about education. There have been islands of advancement (noting the efforts of Alexander and Clinton in their states) in a sea of stagnation. He thinks it is good to create a process for measuring progress; it gives kids something to shoot for. His greatest pet peeve is discussing districts first and kids second. Another peeve is the fact that volumes of materials are generated. Vermont has reduced all that down to one document.

Testimony on Goal One: Readiness for School

Resource Group Representative

Nick Zill, Executive Director, Child Trends, Inc., Washington, D.C. The United States saw 2.2 million babies born last year. It was a bumper crop promising more customers for the education system. One in every four children was born to an unmarried mother; one in five children was born to a mother who had not completed high school; one in sixteen mothers received prenatal care; one in five mothers under the age of seventeen lives below the poverty level, resulting in five million poor children; and one in four teens has to repeat a grade. These children are growing up in homes that are not supportive of education. They are not getting the intellectual stimulation they need--there is no reading, they lack self-esteem, and they watch too much television. It is the parents of high-risk kids that are the failure of our educational system.

Schools should be ready for students in all their complexity and diversity, but we can't ask schools to do it all. We must include the social service system, the health system, and parents in the process. We must not contribute to restricting the opportunities for children.

We need short- and long-term indicators to inform the public. Gather data directly from kids and, indirectly, in standardized ways from parents and teachers. Use existing data where possible. Future progress reports could be dramatic in that they could involve input from a form filled out by every kid. A common core of items would be used for assessment. Every

form filled out by every kid. A common core of items would be used for assessment. Every child would have a national health screening form, a developmental profile, and individual portfolios. The purpose would be to produce changes in parents, agency heads, and school personnel and to bring about better coordination among agencies. We must educate the whole child, not parts. Education must be holistic and comprehensive.

Invited Speakers

Jennifer Van Deusen, Early Elementary Education Consultant, Maine Department of Education. It is time to expand not restrict the opportunities for kids. The view of readiness embracing the whole child is the way to go. Any type of pre-school Scholastic Aptitude Test is completely unacceptable. You should reconsider your definition of ready to learn; it currently focuses on formal schooling (images of homogeneous groups doing restricted things). Rather, we should promote intellectual rigor. We need to be reminded that developmentally appropriate measures involve real people. I support the resource group's suggestions but recommend additional indicators to include before school assessment using pre-existing data and health/wellness programs. We need to assess in terms of quality. We also need to honor the fact that kids come to school already learning. Regarding school assessment, you need to expand to include Gardner's work on Harvard's Project Spectrum. Lastly, we should look for a self-report from the child. Only by candidly asking kids will we truly know how they are doing.

Shelley Midkiff-Borunda, Early Childhood Resource Specialist, Cambridge, Massachusetts, Public Schools. This is a good beginning, but we must not put responsibility squarely on the child. The schools should meet each child at his level. Kids have an intense desire to do well, to practice and refine skills on their own, and have already learned quite a bit linguistically and culturally before they hit the schools. We must accept that all kids are ready to learn. What we must ask is whether schools are ready to teach. It is a false assumption that kids work/succeed at the same rate. Let's get our schools ready for the children by developing a meaningful curriculum. To measure progress systematically, we must adhere to the following: evaluation of the process should be longitudinal; direct documentation should be built into the teaching responsibility; and there should be shared responsibility by both teacher and student. Work samples contained in a portfolio present the best of each student's work and provide a record for the teacher. Documentation summaries should be created to synthesize information for teachers and parents. When we take responsibility for being ready for the students, we encourage the natural source of wonder that students possess.

Questions/Comments from Audience – Goal 1

Karen Dewey, President, New Hampshire Affiliate, National Association for the Education of Young Children. Children are ready to learn. Information about student readiness should be used by parents and teachers, but the data must never be used to sort or stigmatize. Congress needs to keep its promises of funding for Head Start. The importance of the early years need

to be impressed on business. It will be impossible to accomplish the other goals without successfully accomplishing this one. All levels of government need to be inspired to the level of Operation Desert Shield.

John Mannix, Chair, Connecticut State Board of Education. The panel is short by a couple of goals. There is nothing about integration. Given the history of education goals and legislation, the report should have included the importance of integration. It is as important as any of the goals. Instead of documenting the problems, it would be good to see the plan of action for accomplishing the goals. Gathering statistics is valuable, but what is the plan for their use? Education is a person-intensive business. We know where the problems lie.

Lisa Levinson, Director, Project Even Start, Waterville High School, Maine. Project Even Start targets low-income parents and kids between ages one and seven. The program is entirely home based, with 4-10 hours of instruction per week. They have made great strides by working with the whole family. Recognition of their efforts validates this approach. Based on experience, we must create a literate environment. Collaboration with other programs is critical; we should pool our resources and experience. Teaching kids is not enough. Adults must address their own needs, as well, in order to break the cycles. There are family literacy models out there. She recommended that the Panel contact the Even Start Assessment Panel.

Michael Orenduff, President, University of Maine at Farmington. Pleased to hear that there are no silver bullets. It is important to have a set of goals to rally around so that we can all go in one direction. Doing that in education is like "herding cats." We do not need better reports, but rather better education. The most important issue is the development of an appropriate home environment. Children must be ready for school, to some extent. But in order for every parent to be a great teacher, they must receive some support.

Debra Houston, Special Services Director, Maine Association of Directors of Services for Exceptional Children. The quality of life for a preschooler is critical. Educators must learn to differentiate their curriculum. Institutions of higher education must be involved in terms of training. We can't make children ready, but we can improve their lives. Data collection needs to take place at the local level for all students so that local educators can use the data in their work.

Richard Scherza, Executive Director, Rhode Island Association of School Committees. The school committees of Rhode Island stand ready to work to accomplish the goals, but only with the panel's work and commitment. Goal 1 is the most immediate and needs to be done long before the Year 2000 if the others are to be accomplished by the Year 2000. Existing federal programs are not adequately funded. Head Start, if funded at the needed level, would cost no more than two days of the Gulf War. Please provide the adequate resources so that we can guarantee progress toward all of the goals.

Thomas Sweeney, School Superintendent, West Warwick, and Member, Rhode Island Association of School Administrators. We must move from a readiness mentality to literacy. A readiness test is worthless. We know a lot about parenting, so gathering more data is a waste of dollars. We need to be prepared to deal with those children who are not healthy. If the goals are imposed, they will be viewed with suspicion. I recognize the need for overall direction, and I support the goals to that purpose. The government lacks commitment to education. We have to measure how many dollars are being spent from 1990 on in order to reallocate resources to match progress on the goals over time.

Romer noted that the contrast between politicians and educators is interesting, but he did not believe that their goals are all that different. They are all involved in the process of trying to help citizens reach their goals.

Elaine Albright, Director of Libraries, University of Maine, said that children who read succeed. It is the most basic of our survival skills, and libraries are the key to them. Any assessment should include availability of books in the home, possession of a library card, and participation in libraries.

Peter Higby, of the New Hampshire Head Start Association said that every school needs to be ready to deal with the myriad types of students who will reach school in the year 2000. It is a pity when the greatest obstacle to student learning is the very institution which is supposed to support it. We should celebrate diversity and self-esteem, using a variety of instructional strategies that are developmentally appropriate, including moving around and working in small groups using varied materials. Parents are welcome in the early grades but are discouraged from involvement when their children reach the elementary level. Parents bring commitment and skills to improve the schools. We must look carefully at how schools meet the needs of students and families.

Susan Winkler, New Hampshire State Board of Education. The national forum discussion bothers her. She has a great fear that the national forum will increase the separation between the home and school. There needs to be a national goal that involves all the players. There has been a big bulge in the birth rate and the numbers of older people. We want the whole country to take on the role of improving schools.

Connecticut Commissioner of Education Gerald Tirozzi. We will never be successful if we fail to meet the first goal. We must realize, however, that schools cannot be held accountable for all of the difficult issues that exist. How can we hold school people accountable for poor nutrition, crack babies, etc.? Head Start works. Why not fund it? Schools today have their hands full with K–12; they can't take on any more.

Testimony on Goal Two: High School Completion

Resource Group Representative

Maine Commissioner of Education Eve Bither. She wishes that the credentialling process did not take the lead. We need appropriate measures to determine how much a student knows. It is intolerable that nearly one half of our students leave school. The proportion of 18-year-olds that are staying in school is increasing. State level reports need to include more data. We recommend more longitudinal studies to discover why students leave school.

Invited Speakers

David P. Crandall, Executive Director, Regional Laboratory for Educational Improvement of the Northeast and Islands. Two themes: the interrelatedness of goals and the power of information to change. When we can change the system to better serve the hard-to-reach kids, we will enhance the entire learning system. Systems thinkers like MIT's Peter Senge urge us to examine the underlying structures of systems and look for the points of highest leverage--those places (usually the least obvious) where small changes can break a negative cycle to bring about enduring and significant improvement. Now, I am not about to suggest that I think a small change can reduce the dropout rate, but I am suggesting that, while not so obvious as Goal 1, Goal 2 is an area of high leverage. The information/data exists, but the educators who want it cannot obtain access to it and cannot use it in its current format.

Karen Angelo, Superintendent of Schools, School Administrative Unit #6, Claremont, New Hampshire. The 1991 progress report will provide data that determines the baseline. The focus is on the ultimate goal of a diploma, but we cannot ignore the fact that there may be shortcomings in the data. Diplomas do not necessarily represent the same thing since requirements are determined locally. We can't lose sight of rural and suburban populations in relative weight. We need to assess growth. Assumptions regarding socioeconomic levels need to be reviewed. We need long-term system improvements and increases in the skill levels of students. We can use the numbers to help with follow-through in the workplace. Once objectives are reached, we need to ask whether they reflect significant changes. Outcomes should relate to what is happening in the workplace. It may be necessary to provide technical assistance in data interpretation.

Bill Nave, 1990 Maine Teacher of the Year, River Valley School, Turner, Maine. (He used a visual display depicting how we force shapes that vary from the calculated norm into round holes.) As the system is set up, students need to either fit into the current system or drop out. Students with some rough edges can be forced with difficulty to fit the program. We've solved this problem by creating alternative schools to meet the needs of those who have dropped out now. But, it is a short-term band aid; we must rethink philosophies of school and program and use of time and space.

Questions/Comments from Audience - Goal 2

Noreen O'Connor, Vermont Council on Vocational-Technical Education. We need to prepare students for work, designing systems to provide skills needed in the workplace. We must eliminate the general track curriculum--it prepares neither for work nor for college. She cited "High Skills or Low Wages?," the so-called magazine report. There should be a new educational standard, and our benchmark should be the highest in the world. There is continued emphasis on merely attaining a diploma. Why are we compiling data? Where are the effective programs? The goal on dropouts must be based on data already collected. Why will it take five years to collect data? We need to address the problems now because generations of students are falling further behind.

Ellyn Berk, Deputy Director, National Arts Education Research Center, New York. All disciplines need to be interrelated. It becomes more critical as diversity increases. Learning through the arts is important. It can increase motivation and create daily jumps in attendance. It also contributes to students' growth as people, developing self-confidence. Arts appreciation helps students appreciate the diversity of our nation.

Ray St. Pierre, Teacher/Researcher, Portland High School, Maine. There is a fine arts requirement in Maine. Please keep arts in the goals. Dropouts are the symptom of the disease; the system is the disease. In his school, kids work for longer periods of time. They don't even know they are working hard because they want to do the work. He commissioned one of his recent graduates to create a mural that illustrates the connection between skills and attitude.

Lorinda Meade, Portland, Maine, Adult Education. We should count diploma recipients as graduates no matter how they got their diploma, no matter what their age. We must encourage consistent definitions of dropout and graduate.

Lawrence Greanleaf, Earth Science Teacher, Belfast Area High School, Maine. He is an educator and deals with the business community. If we are using a diploma as a means of measuring attainment, we must clearly state what the diploma means. It should not be time spent in school but rather level of attainment. To reach a competency level, the current standards are not adequate. Current data is of questionable validity. Where's the interest in the learner? In the 1950's there was a narrow baseline; in the 1990's, it is a different concept that requires more individualization. How can we accomplish that with fewer resources? Down east, we work in the sea of education; it is time to fish or cut bait--we cannot watch from the pier.

Frank Antonucci, Drop-Out Prevention Coordinator, Maine Department of Education. You can't push a rope; you need to pull people. An achievement rate of 90 percent will require new data collection, and it must be believable. The challenge must be perceived as an incentive for data collection. The National Center for Education Statistics data collection project, including data by gender and ethnicity, can be replicated. The public must believe that the ultimate goal is not data collection but what will be done with the data.

Testimony on Goal Three: Student Achievement and Citizenship

Resource Group Representative

Richard P. Mills, Vermont Commissioner of Education. The process of generating a Report Card on student achievement and citizenship will generate tremendous conversation and discussion. It is a parent, teacher, and child partnership. In Vermont, follow-through is everything. We plan to talk with the public the day after the report comes out, hold a conference the next day, and hold school report nights after that. The Resource Group recommends that Scholastic Aptitude Test (SAT) scores should not be included. A poll should be taken of recent graduates to find out how prepared they think they are, as well as a poll of employers. There needs to be nationwide agreement on performance standards; it needs to come out of a back-and-forth discussion. It can't just be a good pamphlet. It should be that thousands of people feel that they were involved in the process. We need places where people can go and see examples of how it is going right. The questions located on page 40 of the appendix are dramatic. We are sending the list of questions to all superintendents in the state of Vermont. We are confident in their ability to answer them.

Invited Speakers

Douglas Rindone, Acting Director, Division of Research, Evaluation, and Assessment, Connecticut Department of Education. Course enrollments should not imply quality. We should stick to measures of outcomes for measures of change. In future progress reports, we need to create a national educational standards framework outlining an appropriate federal role and make sense of the myriad reports. There is a problem with the development of an anchor test, and it may be impossible anyway. How does NAEP fit in? He recommends that work on frameworks begin as soon as possible, including examination of the feasibility of an anchor test. We need to get into the content areas like math and science. Need to go back to the drawing board to measure Goal 3 at the national level.

Romer asked if Rindone thought an anchor test could be developed successfully. Rindone replied that he thought an anchor test could perhaps serve as a model on which to base other tests; he said he wouldn't mind a national board reviewing his tests. Romer claimed that there is not enough commonality among the performance assessments, and Rindone agreed that the differences in content make it hard to calibrate. Romer concluded by stating that the proposition gets to the heart of the problems to be dealt with in both Goals 3 and 4. We will need some degree of flexibility if we are going to work together on standards.

James Orr, III, Chairman/CEO, UNUM, Portland, Maine (Representative of a Fortune 500 company). Education is a service industry and society is the client. UNUM is a major client of the education system. It depends on the strengths and abilities of young people. Feedback is critical to success. Education is like a command economy--it is not rational. It must be

open to input from clients. You should poll businesses at regular intervals and adjust teaching so that everyone will be well served. Standards should couple more closely with society's needs. We should all participate in the development of standards. As a first step, business should analyze needs and then come to the table to discuss curriculum development. We must have a common understanding of what it means to be educated. The real measure of education is made only after the student leaves school.

Jeanette Hargroves, Senior Research Associate, Community Affairs Department, Federal Reserve Bank of Boston. What are we doing this national test for? Consider focusing on the school as the entity of assessment. Are schools really teaching kids what we want students to know? It is a bottom-up approach. Think instead about piloting an approach. Consider the cost of such a test and ask whether the money could be better spent. The cost would be astronomical; performance-based tests of individual students cost $110 per student--in Massachusetts, 21 times the current budget for assessment. Look to Europe--they have a strong school-to-work structure. We know it, but we have not done it. She supports expanding NAEP and the state's systemic reform. It is difficult to come up with the big picture. To what extent has the state gathered data on what happens to students after they leave school?

Questions/Comments from Audience - Goal 3

Bettina Dobbs, President, Guardians of Education for Maine. She agrees that assessment is not the way to measure attainment of student achievement and citizenship. There is a lack of knowledge regarding the Constitution and the system that we are under oath to uphold. An important cornerstone is missing. She supports the push for the teaching of phonics. We need to be able to think and compare.

Jeanne Brooks, President, Foreign Language Association of Maine. Why is mention of foreign languages missing? The need to have knowledge of foreign languages is directly linked to our global economy. It would show good will on our part. Parents say that it is not fair that our children are not required to learn the languages of other nations as other countries do. We should poll national sentiment to determine how citizens feel about this issue. We need a baseline study to establish the need for foreign language programs. Ultimately there should be an oral proficiency interview.

Jo-Anna Moore, Board Member, Maine Alliance for Arts Education. She believes the goals list lacks reference to an important area of study--art. We know that the goals will provide indicators of what will count as challenging subject matter for our students. Art should be included in any list of important subjects; it is a serious omission. There is recognition by some states of the importance of the arts--Maine particularly; New England overall. We should demand no less of the National Education Goals Panel. North Carolina has a statewide plan to address needs. New England's concerns are shared with other states in the nation. There are multiple strategies for assessing knowledge of the arts.

Jack Taylor, Oakfield, Maine. It is difficult to achieve the intended outcomes with the structure of the current delivery system. There is no sort of overall control in the Northeast. The results from the grassroots control is unorganized anarchy. The system should put teaching staff in more direct control of the direction that the system takes.

Judith Liskin-Gasparro, Chair, 1991 New England Conference on the Teaching of Foreign Languages, Middlebury College, Vermont. The study of foreign language provides meaningful access to geography and literature and puts knowledge of peoples in context. To have an increase in competence in more than one language, instruction must start early. This is especially true for Chinese, Russian, and Arabic. Assessment in foreign language could serve as a model for other content areas. This should include a comparison of enrollment in foreign language courses in this country and the study of English in other countries. We should investigate models for large-scale proficiency like the Connecticut CAPE program.

Jack Dillon, Board Member, Torrington Connecticut Board of Education and Vice President of CABE. More cuts in education are causing major disruption of recognized successful programs. It is impossible for anyone to argue with the intended outcomes for any of the goals. But let's not divert our attention and few resources to a discussion based on assessment measures only. The business community and parents must also work in the education system to better prepare for their roles in developing our students. The goals embody the essence of what should be, but we must be careful not to duplicate efforts already underway. For example, do not duplicate Massachusetts retest. Instead, support testing that enhances student learning with diagnostic tools linked to classroom learning, incorporating similar developmental processes across students but at different times. Only at the local level can we deal with this difference. It requires flexibility.

Richard C. Williamson, Chair, Department of Romance Languages & Literature, Bates College, Maine. Recent events in the world indicate that we cannot live in cultural isolation. There is increasing student need to understand the cultures of others. A farmer in Maine sells semen from his bulls to farmers with cows in France. We cannot attain meaningful levels of attainment if foreign language study begins in college. An understanding of different cultures leads to a change in perspective.

Tony McLaughlin, Director of Admissions, University of Maine at Farmington. Fifty percent of Maine students participate in the Advanced Placement program. An Advanced Placement index on the national report card would be highly appropriate. Tests do not directly measure what is taught in schools. More academic coursework results in higher scores.

Christine Seggetti-Johnson, Executive Director, Maine Council on Vocational Education. This is a wonderful opportunity to overcome compartmentalization, and all the subjects should be included. Vocational education is important. Focus on the teacher is potentially damaging.

Brian O'Regan, Superintendent, Barre Town School District, Vermont. He believes that the involvement of the government is important. Standards need to be defined and consistent. He supports the NCTM. They used those standards as a reference and it was successful. NAEP assessment should continue to be used. International data must be interpreted in context. We can't look for results when we have not completed the design.

Dick Klain, Phi Delta Kappa, University of Maine. Assessment does drive instruction. No state will opt not to be successful on these tests. The goals contribute to the social fabric of our education. To implement these goals, we must involve educators, and that means everyone. Neither educators nor parents are mentioned in the goals. We can't afford to neglect the students. Communities provide the tax support. They have a voice and must be heard and involved. Education is seen as a enterprise to improve the quality of life.

Elizabeth Twomey, Massachusetts Department of Education. In order to receive a pilot's license one must take a test. It makes sense to test students of any kind for familiarity with a body of knowledge. Timelines are important, and the panel is important. However, it is more important to take the necessary amount of time to create good assessment tools. They must be alive, vibrant, and coherent.

John Bove, Kennebunkport, Maine. SAT scores do not correlate well with success at the college level. It perpetuates a mainstreaming philosophy. The most serious impediment to learning for the early grades is grading and evaluation. We need to teach success in grades, not failure. The goals remind him of Sputnik because they speak of assessment. We must look closely at how we use our instruments. We should use tests to evaluate the teaching process. Americans are illiterate because we have not been taught to read. We are so interested in where we are, we have forgotten how we got here.

Testimony on Goal Four: Science and Mathematics

Resource Group Representatives

Michael Nettles, Vice President of Assessment, University of Tennessee, Knoxville. This goal must be viewed in a world context. Students in elementary, secondary, and postsecondary schools fare at the bottom of international comparisons of knowledge, skills, and level of effort. There is no evidence that teacher preparation is adequate or competitive. There is an under-representation of minorities. There are not sufficient national standards. The NCTM reports are a great start. Math and science have not been viewed as important for all students. We need to evaluate not just in the thinking context but also with skills and routines. We do not have sufficient information on best teaching practices. Colorado has made some strides. Teacher preparation for early school years information is absent. Recommendation: continue to use NAEP for domestic assessment and to serve as a baseline. There is a need for better use of data currently collected, specifically more thorough and consistent use of databases. There should be better monitoring of students through the

pipeline. We need to collect information regarding awareness and adoption of curriculum standards. We also need to develop better assessment standards. The best example presently uses techniques that do not reflect what we are expecting.

Invited Speakers

Audrey Champagne, Professor of Education & Chemistry, State University of New York at Albany. In conception, it is commendable to be focusing attention on education at all these levels, but we must be mindful of the complexities and level of resources available. She limited her comments to science. Progress can be measured only through international assessment. Can consensus be achieved? The last three NAEP tests she was involved with proved difficult in terms of reaching consensus. There is no guarantee, given the limits, that NAEP can provide reliable or thorough hands-on science activities that are necessary, and limited funds prohibit it. We are not likely to progress further, if we are not testing adequately the most important aspect of scientific literacy. It is an impossible timeline given the science background required for teachers. It is time consuming and requires the patience of a seasoned realist. We should take full advantage, however, of this focused attention.

Questions/Comments from Audience - Goal 4

Esther Hopkins, Deputy General Counsel, Massachusetts Department of Environmental Protection & Board of Overseers, The Regional Laboratory. She suggested sponsorship of contests in public and private schools as a way of illustrating the desirability of attaining levels of science achievement. She described such programs she has been affiliated with and the opportunities associated with them, in some cases involving world-class competition. A measure that might more properly be applied in this field is measuring the number of opportunities provided to teachers and how much they take advantage of those opportunities. We could establish a Hall of Fame for those who win awards and go on to achieve more fame and success. It is easy to get bogged sown in the bureaucracy. We need more than a check-off on the background of teachers.

Jacqueline Mitchell, Board Member, Association of State Supervisors of Mathematics, Maine. The National Council of Teachers of Math have their act together with standards. Creating standards takes a lot of time. The NCTM promotes that math instruction is not just a collection of skills, but a compilation of higher order kinds of skills. These statements need to be applied to all students. We cannot assess individual skills; they must be integrated. We must call for the development of assessment measures to prepare them to be productive citizens for the 20th century. We have the resources to develop an instrument that tests more than isolated skills.

Phil Flaherty, Past President, Massachusetts Secondary School Administrators Association, Principal, Westwood High School, Massachusetts. It is an important goal. It is accessible. Don't assume it is a level field, it is not. National goals imply a national curriculum. Current tests cannot be ignored. Don't use simplistic terms--schools are difficult to compare and

they reflect societal norms. Some schools can achieve the goals easily; other need massive help to reach any one of the goals. We're starting a handicapped race--we must fund the effort to the level of its importance. States as well as students should get report cards.

Francis Eberle, President, Maine Science Teachers Association; Executive Director, Star Science Center, Portland, Maine. We are first in the world in terms of knowing how to assess. We have a strong economic need to increase our national productiveness and it is a motivating factor behind this goal. Social as well as technological skills are required to improve productivity. The implication is that science is not only technical but that it is also thoughtful. Integration of concepts and communication of those concepts through oral and written means is essential. For instance, high school graduates should be able to write an environmental impact statement. Science is changing, and there is no consensus about what is most important. As curriculum changes, teachers will always model the test.

Thomas Keller, Board Member, Council of State Science Supervisors, Maine; Consultant, Maine Department of Education. The Panel has its finger on the pulse of curriculum and assessment. Useful information can be gained through quantitative data, but there is a real need for qualitative data.

Romer asked how close science standards are to science teachers compared to the NCTM, and Keller responded that we are only a quarter of the way there. He urged the National Education Goals Panel to approach science standards as a whole, both process and content, as opposed to traditional disciplines of biology, chemistry, and physics.

Romer asked the audience to create a list of those who should be polled and/or involved in the process of setting standards for science. The list included national science supervisors' associations, the Council of Elementary Science International, the National Association of Biology Teachers, the American Association of Physics Teachers, and others.

Keller continued by saying that we are preparing kids to understand; that is preparation for life, not the small percentage that continue on into science professions.

Charles Kolb. Ask contest participants what the future holds and listen carefully to the answers. There is importance in the recognition that there are other important things in addition to sports.

Jack MacDonald. Noted that in the past month and a half the President had attended science and math related events. This kind of recognition is needed to attract attention to these topics. The attention is there and will continue to grow.

Testimony on Goal Five: Adult Literacy and Lifelong Learning

Resource Group Representative

Mark Musick, Southern Regional Education Board, Atlanta, Georgia. We want a report that will move America. He compared the current situation to the setting of air and water quality standards. We didn't do much about our poor air and water quality until we began to measure things. If it is difficult to see problems, it is even more difficult to act on them. And without setting standards it is difficult to improve. Even a minimum competency test indicates levels of success or failure. They move the state or part of the country to doing something. Employers have recently acknowledged that 40 percent of their employees failed to utilize reading skills. The literacy system is comprised of invisible players who keep the topic off of the public agenda. The panel should do work like Maine's work on the GED-- large increases in financial support and keeping score along the way gave Maine big increases in GEDs.

Invited Speaker

Michael O'Donnell, Professor of Literacy Education, University of Southern Maine. The definition of literacy on page 29 of the report encompasses a broad array of skills. All subsequent discussions use "knowledge and skills" to define literacy, but literacy consists of more. There is a new paradigm: The functional practice of language is genuine literacy-- using reading, writing, and speaking in daily and meaningful use in different contexts to communicate with others. An additional important problem is aliteracy -- the ability to read and write but choosing not to exercise that right. There are innovative models like the Maine assessment that use the most valid and relevant data. He urged the panel to use "genuine literacy."

Questions/Comments from Audience – Goal 5

Anne Niemiec, Director of Adult Education, Lewiston, Maine, Association for Public School Adult Education. Businesses need to be concerned with investing in human as well a technical resources. Businesses in Maine are willing to do that. We must improve the skills of the worker. There have been indications of substantial increases in gains over the past few years. They have been funded in a variety of ways by large and small companies. MAPSE is promoting more partnerships with business. We concur with the report "High Skills or Low Wages?" and the commitment of 1 percent of business profits toward this goal.

Jay Fountain, Assistant Director of Research, Government Accounting Standards Board, Connecticut. We are concerned with how measurements are now being used. The research shows that we measure those things that are easily quantifiable, not necessarily the most important. We need to decide whether cognitive measures are for just college students or all Americans; it should be the latter. We are concerned that if we do not measure the difficult

things first, we will miss the point. We do not now match proposed measures to stated objectives, and we are developing improved means to measure an unimproved system.

Ron Rentersham, Vice President, National Council of State Supervisors of Foreign Language, Maine. There is no discussion of second language ability. To compete in a global economy, an individual must be able to converse and read in foreign languages.

Jim Abbott, Director, Guy Garnett Pro-Literacy Project, Augusta, Maine Private industry is promoting literacy in the state of Maine and looking at the data and information collected. There is a missing evaluation of the delivery system. It is a great effort, but not enough resources are applied to the coordination of efforts. We are attracting only a small percentage of those who leave the system back later to improve their skills. Business programs to improve literacy are limited; we need to expand the number of good programs that exist because business people are not educators.

Elaine Albright, Director of Libraries, University of Maine. We need to be part of international competition and this requires lifelong access to information for everyone. How are we going to measure information literacy? Libraries are the alternative school for the lifelong learner. We need to ask what regular tools are used by adults. Almost all reports relate only to school settings. We should be measuring information literacy, including the use of computer data bases and libraries.

Jane Amero, Chair, State Board of Education, Maine. Look at how close we are to public schools becoming true community centers. We should open our schools year round and encourage adults to be in school as often as possible to use resources. We must break down barriers of school being something that only happens between kindergarten and twelfth grade. We should look at which schools are actually community centers and encourage other schools to become community centers.

Testimony on Goal Six: Safe, Disciplined, and Drug-Free Schools

Resource Group Representative

Martin Orland, Staff Liaison to the Resource Group for Goal 6, National Education Goals Panel, Washington, D.C. He noted the interrelatedness of the goals. The prominent theme is that a disciplined environment encourages learning. Goal 6 becomes more powerful when seen in relation to the other goals. Dysfunctional behaviors have an effect on teaching and learning. By focusing on this goal, we will develop insights into how to achieve the others. The Resource Group recommends measuring student use of drugs both in and out of school and peer norms regarding drug use that would be indicative of the environment and cultural views. There are some limitations in the current data base. There are no measures for how many students come to school under the influence. Fear of personal safety inhibits learning. How broadly should we define the area of discipline? There is not consensus on whether to report on the physical environment, the organization of schools, climate, absenteeism as measures. It is agreed that at a minimum, there must be two specific measures: incidents of

student misconduct and perceptions of noise and disruption. We have concluded that there is something missing--a super objective. It should focus on the level of community involvement and public support.

Invited Speaker

Carl D. Mowatt, Director, Division of Alcohol & Drug Education Services, Department of Education, Maine. There is an urgent need for program implementation. We must establish clear indicators to challenge schools to fully implement this goal. The whole field of drug education is relatively new. Without addressing drug prevention, program implementation indicators cannot be expected to demonstrate progress. We need comprehensive program and school-community teams with educational awareness. We must ask if all the players have adequate knowledge and if there are programs to teach. Is the school climate open enough to discuss drug use so that people can ask for help? Primary prevention curriculum must be taught in all grades. School staff must model appropriate behaviors for their students. By implementing this goal we would see an increase in the school completion rate, an increased knowledge by staff and students of these topics, and decreased incidence of vandalism and drug abuse. We need guidance and implementation. He suggested special focus of indicators on the affected population--those affected by others' drug abuse. These students have a tremendous impact on classrooms and will grow up to be the next generation of chemical dependents.

Questions/Comments from Audience - Goal 6

John MacDonald. The research shows that there is a connection between drugs and acts of violence, and most teachers are not prepared to deal with violence in schools. He asked Orland to look at the Drug Free Schools and Communities Act.

Roger Richards, Consultant, Department of Education, Division of Alcohol & Drug Education. This is the first acknowledgment of how these issues impact on the success of the other five goals. He would like to see the indicators drive programming more. The placement of this goal at the end indicates the attention given to it. Look at the use of drugs within the home, in addition to in schools.

Charles Kolb. Pointed out the sensitivity of asking about drug use in homes. When asked what they do if they go home at night and their parents use drugs, the kids responses are credible.

Bill Nave, 1990 Maine Teacher of the Year, River Valley School, Turner. One hundred percent of his students are current or former drug abusers. Those who have stopped use have done so only having realized that their life goals are unattainable as long as they're using drugs. So, they come and ask for help to attain them. Until they realize that the drugs get in the way, they won't change.

Conclusion

Governor Romer observed that it had been a good audience and characterized the quality of the testimony as excellent. The networking process has begun and the panel has been given indication of the directions in which to proceed. We must do it together and therefore we must work together. We need to think regionally about what can be done without receiving a mandate from someone else.

We have to remain open to new thinking. No more protection of local control. We must think creatively about how to get the job done. Can we calibrate clusters of states or do we have a national model that acts as a sample? We must analyze how we arrive at standards and how to move to assessment. Do we have the strength of discipline to take it for what it is worth, but not let the model dictate? Consider who drives the curriculum now (textbook publishers).

We hope to create a cultural revolution. We've had the good life since World War II. We want to continue it without the same level of effort. Higher discipline and level of effort is being demonstrated by other countries. We can no longer rest on our oars. We can use this as a tool to motivate change and reach a higher level of attainment. Our challenge is to do this and keep equity in the system. If you raise expectations, some will fear failure.

Pat Forgione thanked all the participants and organizers.

Governor McKernan offered thanks to Governor Romer for providing leadership in trying to improve education in this country. It is perhaps the most important task that the governors' association has ever undertaken.

NATIONAL EDUCATION GOALS PANEL: MID--ATLANTIC REGIONAL FORUM

ANNAPOLIS, MARYLAND

FRIDAY, MAY 3, 1991

Maryland Governor William Donald Schaefer welcomed everyone to the Mid-Atlantic Regional Forum, and invited Resource Group representatives, Ernest Boyer (Goal 1), Raphael Valdivieso (Goal 2), Terry Peterson (Goal 3), Ed Haertel (Goal 4), Paul Barton (Goal 5), and Constance Clayton (Goal 6) to describe the potential indicators and measurement strategies recommended to the Panel by their respective resource groups. The laboratory reports summaries of the comments of individuals in the audience, but not the resource group testimony.

Audience Testimony on Goal One: Readiness for Schools

Nine persons testified on Goal 1. Three were from early childhood organizations, five were from school systems, three of the five represented state professional associations or task forces, and one was a parent, representing the Association of Retarded Citizens.

General Comments on Resource Group's Recommendations

- Three stated their support of the orientation of the Resource Group to recognize the education begins at birth, that parents are a child's first teacher, and the importance of health and nutritional factors (National Education Association (NEA)-Affiliate, State Advocacy Group, Associations for Young Children).

- Three stated their support of the Panel's recommendation not to use standardized tests to assess readiness. (State Advocacy Group, Associations for Young Children, State School Boards Association).

Comments regarding a National In-School Assessment Profile

- Profiling language richness, social maturity, and general knowledge will be difficult because any future definition of standards for these areas may not be sensitive to the diversity of America's children and could thus be biased (Associations for Young Children).

These minutes were prepared by Research for Better Schools of 444 North Third Street, Philadelphia, PA 19123

- Profiling kindergarten students may be difficult because of variability in both the availability and the form of kindergarten across America. (Associations for Young Children).

- Profiling children may be difficult because of the variability of the early childhood education programs in which they participate (School district).

- Developing and administering a child profile may be very costly. The resources of teacher time and money to collect and analyze data might be used for better purposes. (NEA-affiliate)

- Profile might best be used only with selected children, such as a sample of at-risk children. (NEA-affiliate)

- Profile should be designed with the help of teachers. (NEA-affiliate)

- Teachers are in the best position to do the assessment. (NEA-affiliate)

- Profile data might be collected by video. (School district)

- Information generated by the profile should not be used to track children. (Associations for Young Children)

Suggestions of Other Indicators and Sources

Two urged the further development of "at-birth" indicators that profile the children and their families' capability to support their development. One testifier called attention to the position presented in two Maryland publications:

--"Your Children: Living in Risky Circumstances" (a report of a task force of the Maryland Commission on Students at Risk), and
--"Recommendations of the Maryland Commission on the Early Learning Years." (School districts-2)

Other Goal-Related Issues and Concerns

One suggested that the concern for parenting in goal 1 should also be reflected in goal 2 (teenage parents frequently drop out) and in goal 5 (adults need to be literate in order to be effective parents). (School district) One urged that students reflect the variable growth rates of children. (Association of Retarded Citizens) One urged the elimination of "deficit" language from recommendations. (Association of Retarded Citizens)

Written Testimony Important to Consider

Evelyn Holman (Maryland commission on the Early Learning Years, and Superintendent of Wicomico County Public Schools, Maryland) submitted two publications, cited above, that address the issues of promoting readiness.

Audience Testimony on Goal Two: High School Completion

Two persons testified on Goal 2. One was an urban superintendent from the District of Columbia, and the other was a deputy superintendent for the Delaware Department of Public Instruction.

General Comments on Panel's Recommendations

Both supported the Resource Group's recommendations. They saw the indicators resulting in a clear definition of "dropout" and in standardization of data on high school completion.

The 1991 Progress Report

One informed the Panel that his state is currently using a set of indicators similar to those being proposed, and it is establishing a Student Accounting System to provide data for both state and national purposes.

Future Progress Reports

Both urged that future data collection include more information by categorical breakouts, such as school type (public or parochial), gender, program type (vocational or college preparatory), and community type (urban or rural). One cautioned the Panel against making inappropriate comparisons with data that did not account for school differences among rural and urban schools.

Audience Testimony on Goal Three: Student Achievement and Citizenship

Eighteen persons testified on Goal 3. They represented a very diverse group of organizations. Eight represented national groups; four, state education agencies or associations; three, school systems; one, an institution of higher education; one a private testing corporation; and one, a teacher.

The 1991 Progress Report

- One supported the use of NAEP achievement data. (SEA)
- One supported the use of Advance Placement test data (SEA)

- Two recommended inclusion of SAT/ACT data as it is currently done on U.S. Department of Education's "Wall Chart." (IHE, Department of Defense Dependents Schools)

- Five emphasized the need for citizenship indicators. They recommended the use of:

  --items from school climate measures that get at students' "connectedness" to school (Council for Private Education).
  --participation in school-sponsored community service programs that include a "reflection" component (SEA-2, school district, advocacy group).

(Keller from National Association of Elementary Principals stated that his written testimony contained specific suggestions).

- Three testified that there needs to be indicators of foreign language competence (Council of Basic Education, ETS, school district)

- One recommended that such resources as libraries which are needed to achieve the competencies be monitored (American Library Association).

- Five testified that the arts need to be included in goal 3, and a measurement of achievement in the arts needs to be included in the indicators. The arts:

  --support achievement of objective 2 outcomes
  --have extensive experience with performance measurement
  --student involvement in arts correlated with achievement in other areas.
  (Virginia Arts Association, National Endowment for the Arts, Council of Basic Education, Delaware Arts Council, teacher)

Future Progress Reports

- Two supported the development of a "national assessment system." (American Psychological Association, Council of Basic Education).

- Three emphasized the importance of developing standards first. They pointed to math standards developed by NCTM as the model (National Association of Elementary Principals, school district, Council of Basic Education).

- One urged that standards take into account the diversity of children (National Association of Elementary Principals).

- One applauded the proposal of performance measures. (Council of Basic Education)

- One cautioned that much development work was needed, saying that we currently do not have well established ways for determining the reliability and validity of performance measures (APA).

Other Goal-Related Issues and Concerns

- Alignment of measures with purpose. One recommended that measures used for system accountability not be used to assess the status of individual students and visa versa. Experience to date suggests that measures designed for one purpose do not serve other purposes well (APA).

- Number of indicators One urged the panel to limit, to the extent possible, the number of indicators used for any area. Use of multiple indicators diffuses their effectiveness (SEA).

- Administration of test considerations One urged that examinations be administered in ways that take into account needs of special populations (cf., administration of SAT to special populations). (National Center for Learning Disabilities).

- Other One offered his school system as a laboratory for trying out measures (Department of Defense Dependents Schools).

Written Testimony Important to Consider

Rhonda Talley's testimony (American Psychological Association) for specifics on development task of creating a reliable and valid national assessment system.

Edward Keller's Testimony (National Association of Elementary Schools Principals) for suggestions regarding citizenship indicators.

Audience Testimony on Goal Four: Science and Mathematics

Six persons testified on Goal 4. There were three from local public school systems. Two were from science-related professional organizations (AAAS and NCGE), and one was from the Council of Chief State School Officers.

The 1991 Progress Report

- Two supported the use of NAEP data. They also noted that NAEP was evolving, as it worked to bring its exercises in alignment with the NCTM mathematics standards (School district, CCSSO).

- One recommended use of indicators and data from the NSF-sponsored study of

- One recommended use of indicators and data from the NSF-sponsored study of the condition of American science and mathematics being conducted by the Council of Chief State School Officers (CCSSO).

- One urged that data be presented, so that it will facilitate comparisons between cities (types of school districts) as well as comparisons among states. (School district)

Future Annual Progress Reports

- One urged that efforts be made to ensure that students tested in the United States are truly comparable to those tested in other countries (AAAS).

- Two supported the work of NCTM and proposed a similar effort be undertaken in the sciences, building on such work as Project 2061 (AAAS, school district).

- One urged the use of standards that would affect content and teaching strategies used in elementary schools -- particularly, primary grades (School district).

- One recommended the development of standards for pre-service education to ensure knowledgeable teachers -- particularly, at the elementary level (AAS, school districts-2).

- One stressed the importance of monitoring inputs and processes along with outcomes. She noted the importance of the role of non-governmental, non-school agencies like Scouts and the Audubon Society; they can contribute to science-related learning. (National Council for Geography Education).

Written Testimony Important to Consider

- Rolf Blank's testimony (Council of Chief State School Officers) for the specifics on the indicators being used to assess the condition of American science and mathematics education.

Audience Testimony on Goal Five: Adult Literacy and Lifelong Learning

Three persons testified on Goal 5. Two were from a Maryland professional association, and one from a national organization whose mission is to have English as the common language in this country.

Future Progress Report

- Future indicators should include measures of global understanding and related global skills (MD Foreign Language Association).

- Future indicators should include measures of foreign language competence (MD Foreign Language Association).

- Adult literacy should include parenting skills (MD Foreign Language Association).

Other Goal-Related Issues and Concerns

One described the importance of community-based agencies for the development of English-speaking competence among adults -- particularly, immigrants. He said these agencies would welcome the standards. However, he said that these agencies will have trouble helping the country reach the standards due to the lack of sufficient resources (U.S. English).

No testimony was offered by the audience on Goal Six: Safe, Disciplined, and Drug-Free Schools.

General Themes

The regional laboratory preparing minutes at the Mid-Atlantic Forum identified the following four overarching themes.

1. General Support for the Work of the National Education Goals Panel

   Most of the persons providing testimony did not challenge (1) the notions of goals, (2) the need for standards which operationlized the goals, and (3) the use of indicators to collect information that would show the extent to which we as a nation, as states within the nation, and as school districts charged with the day-to-day responsibility of educating America's children are doing against those standards.

2. The Challenge of Developing Standards and Indicators That Acknowledge the Diversity of Children in America

   Testimony to the Panel emphasized:

   - the diversity of conditions under which America's children develop: cultural diversity, economic diversity, and educational program diversity

   - the creative ways in which young children respond to questions

   - the differences in "intelligences" children exhibit (specificly, Howard Gardner's work), the differences in learning style, the differences in interest

   - the differences in the ways children develop, illustrated so dramatically by the lives of children with special needs.

Though none were against standards per se, they expressed concern that unless the standards were developed carefully, they would ultimately result in schools that would not be responsive to individual difference and that would be more tempted to track students with reference to a rigid curriculum.

Reinforcing this perspective was the testimony of the person from the American Psychological Association, who urged that we acknowledge the current state of measurement technology and recognize the challenging development work that faces us. She, in particular, stressed that trying to develop measures that would both serve institutional accountability purpose and instructional decision-making was "uncharted territory."

3. The Need for an Across-Goal Resource Group

A number of the persons testifying identified areas or indicators emphasized by one goal's resource group that they felt were equally pertinent to other resource groups. One person actually made the suggestions of an across-goal resource group that would look across the work of the current groups and identify ideas about indicators that could serve several goals. Here are some of the cross-cutting indicators mentioned:

- Parenting as a support for helping children to be ready to learn is a focus of Goal 1; however, the ability of parents to provide such support is influenced by whether they completed school (Goal 2) and are literate, life-long learning adults (Goal 5).

- Citizenship is to be assessed as part of Goal 3; however, indicators of the extent to which students adopt some of the behaviors associated with associated with citizenship are part of Goal 6 and indicators of the extent to which students exercise other behaviors associated with citizenship are part of Goal 5.

- An objective under Goal 3 says students should become multi-lingual; however, competence in foreign language and understanding of foreign cultures is omitted from Goal 5, even though it states that adults "will possess the knowledge and skills necessary to compete in a global economy."

- Both Goal 1 and Goal 4 include indicators related to inputs and processes to the policy and programmatic context, to "investment" in educational programs and services. These types of indicators are equally important for the achievement of the other goals. For example, how can students and adults be expected to meet certain achievement standards (Goal 3 and 5), if they do not have the opportunity to learn the desired knowledge and skills?

4. Omission of the Arts

A small group of persons made the case for the inclusion of the arts. Among the arguments that they put forth, there were the following three:

- Participating in the arts helps student learn how to "solve problems, apply knowledge, and write and communicate effectively" (Goal 3 and 5).
- Participating in the arts is associated with the achievement of the objectives of other goals: school completion (Goal 2) and safe, drug-free schools (Goal 6).
- The arts have developed reliable and valid measures of performance.

NATIONAL EDUCATION GOALS PANEL: WEST REGIONAL FORUM

SEATTLE, WASHINGTON

WEDNESDAY, MAY 8, 1991

Washington Governor Booth Gardner opened the Regional Hearing, welcoming the University of Washington President, Dr. William Gerberding; Colorado Governor Roy Romer; Mr. John MacDonald, Assistant Secretary for Elementary & Secondary Education representing U.S. Secretary of Education Lamar Alexander; and Dr. Pat Forgione, Executive Director of NEGP. Approximately 200 people were in attendance.

Introduction

Governor Gardner invited the resource group members to provide a short overview of the specific work of the resource group on each of the six National Goals.

Resource Group Reports

Donna Foglia, representing the resource group working with Goal 1, discussed the need for expanded opportunities for early childhood education in order to establish a good beginning – a solid foundation in the early years. She pointed out the needs of many children who come to school disadvantaged, and the need for schools to be ready to meet the needs of each child. She described the need for a clear definition of readiness and the need for developing appropriate assessment strategies for young children. Reviewing the recommendations of the resource group, she mentioned before-school measures of development; home activities; preschool participation; development of a new national School Entry Form; and in-school assessment of young children.

Steve Nielsen discussed the resource group recommendations for Goal 2, focusing on two issues, the need for accurate and consistent data about the number and nature of dropouts, and understanding about why students drop out. The first issue focuses attention on the need for common definitions, data collection efforts including information about race, ethnicity, gender and economic status of children and disproportionate numbers of drop-outs. Understanding why students drop out will challenge schools to "change educational behavior so all students will not drop out."

These Minutes were prepared by Dean G. Arrasmith of the Northwest Regional Educational Laboratory, at 101 SW Main Street, Suite 500, Portland, OR 97204

Asa Hilliard discussed Goal 3. He described the absence of valid national measures of student achievement – "a poverty of good assessment" – and the challenge of developing a clear and equity–sensitive curriculum. The resource group encouraged a national commitment to rigor.

Ramsay Selden, representing the Resource Group for Goal 4, described the desire to increase the flow of qualified teachers within the pipeline of math and science education. To assess the attainment of this goal, the resource group recommended using the existing International Assessment of Educational Progress and include the NAEP teacher surveys to better understand the context of student achievement. He called for new data collection that focused on additional issues of encouraging increased math and science participation and achievement such as financial commitment to math and science instruction. He concluded by noting that increased course enrollments do not necessarily lead to higher levels of course participation. Instruction must foster high levels of engagement in math and science.

Tom Sticht reported on Goal 5. He identified this goal as critical for the success of all other goals. Parent education, especially for mothers, leads to better student achievement, prepares children for education, encourages involvement in higher education and provides better understanding of drug and health issues. In addition, he described the need for work–force training and the transfer of values through literacy and education. Pointing to the need for "missing information," he indicated that the NAEP and ASFAB will provide the early information for addressing the assessment of the attainment of this goal.

Len Anderson made the final presentation on Goal 6. He described the desire for drug–free and safe school environments. Identifying the need for better state and local data, the Resource Group recommended strengthening information collection efforts to include, for example, a survey of teachers and students concerning safe school environments. He concluded with the distinction between the need for disciplined environments conducive for learning and the current actions to discipline students.

Following the presentations of the Resource Group recommendations, regional experts were asked to provide testimony. The formal meeting ended with a "Town Meeting Discussion," where participants could discuss the Resource Group recommendations. Following a break for lunch, the town meeting discussion were moved to two meeting rooms, clustering discussion of goals 1, 3 and 4 and goals 2, 5, and 6 in separate rooms, for more informal interactions between meeting participants and the resource group representatives.

Invited Testimony

Invited testimony involved a wide range of content with at least four general foci. Many voiced support and concern for the attainment of the goals collectively and individually. Others requested the wider involvement of the education community in the framing of the goals, objectives and measures. For many, testimony was focused on projects in place and proposals that may contribute to the accomplishment of the goals. Finally, some testimony

focused on specific issues to be addressed in assessing the goals. Invited testimony is summarized next.

Lieutenant Governor Joel Pritchard (Washington) described his passion about education in the family. Society is sick and needs immediate attention and action. People do not think long-range and the goals can provide that encouragement. He pointed out the need to involve legislators, the press and professionals in the discussions, citing that they do not understand what is happening.

Adam Stubbs addressed Goal 6. He pointed out that both the school environment and students should be the focus of concern. Concern within the school environment must include the whole student.

Thelma Jackson focused her comments on three issues. First, there is the need for more work on the learning outcomes expressed in Goal 3 to be expected of all students. Second, teachers and principals need to be part of this process of discussion and work. Third, there is a tendency to skew curriculum toward college bound students and forget the large number of students that will not go to college who need marketable job skills and be able to fully participate as citizens. There is a need to focus broadly on all students.

Brian Benzel focused his comments on the need to engage stake-holders and school staff in the process of establishing and assessing the National Goals. The goals should reflect the expectation that all students can learn. Specific outcomes need to be identified that are supported by assessment. In addition, time is necessary for staff to work on the attainment of the National Goals, and there needs to be flexibility of regulations.

Duncan Wise presented the similarities of the National Goals with the work of the Oregon Progress Board. Within the educational indicators proposed by the Progress Board, he cited readiness, academic achievement, health, high school achievement and adult literacy as common foci.

Senator Cliff Bailey (Washington) identified the need for money to respond to the challenge of the National Goals. He argued that there must be ownership of the goals by the effected participants, they must be empowered to respond. Commenting on Goal 2 he suggested that the focus must be on intervention at the elementary schools. Early intervention can help prevent high school leaving. We must look to programs such as Fairstart for elementary intervention and prevention for at-risk youth.

Three regional chief state school officers, Judy Billings (Washington), Nancy Keenan (Montana) and Norma Paulus (Oregon) shared testimony from the state department of education perspective.

Judy Billings encouraged rethinking assessment. We must look beyond mastery. Assessment has two meanings, to evaluate and to levy for resources. It is necessary to assess both outcomes as well as the availability of service. We need to assess the conditions that allow students to learn, the willingness of communities to provide resources, the knowledge essential for students, and the nature of progress made. She identified Goal 1 as a major focus especially in Washington. Her state has looked to integrate education with family, social and health services.

Norma Paulus identified the need for a regional approach to educational improvement. She discussed an Oregon legislative bill that will radically reform school in Oregon that has a strong emphasis on students who are not going on to college.

Nancy Keenan addressed the unique Western rural schools and the need to reflect the diversity among schools within the National Goals. She called for a move from measuring to focusing on how to improve the educational system. Society will act out our values. We need to address education reform within other social organizations. There is a need to invite teachers into the process. Finally, there is a strong need to focus on the economic condition of schools.

Mary Louise Alving and ***Carlos Trevino*** focused their remarks on Goal 1. Alving suggested that all children are ready to learn, but schools are not ready to receive all students. There is a need to focus attention on what family services are available to parents and what effective programs are available to teachers. She identified the need to fully fund Goal 1 inclusive of family services, health, food and preschool. Trevino focused on the conditions and needs of Hispanic students citing the high dropout rates, teen pregnancy and illiteracy. He argued the need to broadly focus the goals to include cultural diversity, multilingualism, agribusiness families including migrant children, and knowledge of the social systems.

Linda Thompson-Black reinforced the need to build a cooperative, coordinated consensus on the Goals including multicultural issues. There is the need to fully fund reform and to seek broad-based involvement in these processes.

Dean Allen Glenn commented that there has been little discussion of the role of teachers, principals, school administrators and training institutions in this process. He suggested that there is the need to break the cycle of seeking problem solutions based on regulations. Colleges and universities need to reform to support improvement. The challenge is not to select winners but to create winners.

Patricia K. Brandt expressed concern for the many new surveys and tests and the impact on the schools in terms of cost, time and workloads. She would encourage state goal setting involving local school expertise. There needs to be a multi-sector approach to school improvement. She reviewed the success of Hawaii's after school program in addressing several student needs. Commenting specifically of Goal 2, she argued not to use the 9th

grade cohort and Goal 3, the need to include arts, humanities, and global economy. She would focus on the whole student.

Ann Daley and ***David Fox*** reviewed the role of higher education in helping achieve the Goals. Daley suggested a task-force be established to work with the National Governors' Association that would focus on accelerating school reform and coordinating higher education with K-12 education. She identified assessment as a process more than a product, stressing the need to focus on instructional improvement. Finally, she indicated the availability of Higher Education Coordinating Board's list of indicators. Mr. Fox addressed Goal 2, encouraging the establishment of high expectations for student completion and Goal 4, suggesting the need for cooperation with Eisenhower funded programs.

David Dwyer commented that teachers who integrated curriculum were hampered by basic skill measures. He argued that there is a need to focus on higher order skill assessment. Further, he argued that there must be multiple forms of assessment that provide broader inputs.

Phil Bussey focused his comments on the need for broad involvement for a "cultural revolution." Lasting change occurs from the bottom-up.

Martha Darling, Irene Hays and George Nelson discussed the implementation of a validated science curriculum in Washington. They presented the components of the Washington Initiative in Science Education, cooperatively funded by business and government.

Ed Foglia identified the need for time, training and resources as critical factors leading the accomplishments of the National Goals. He argued for "investing in teachers," citing the needs for teacher pre-service training and in-service training. All schools should be schools of choice; however, all schools need adequate resources to compete fairly. He requested that teachers be involved in discussing, planning and implementing the National Goals and assessment. He concluded with the observation that the quality of the outcomes realized from the National Goals will be determined to a large extent by the adequacy of the inputs.

Judith Johnson addressed Goal 6. She suggested that the focus of drug and safe environment must be addressed beyond the school. Schools and students reflect communities. The appropriate focus for long lasting change is the community. Goal 6 and its objectives do not address the need for cooperation within the community necessary to deal with drugs and violence. While she identified good in-school data addressing student needs, she suggested the need for information from dropout students who are likely to be more involved with drugs and violence.

Questions/Comments from Audience

The remainder of the structured meeting focused on testimony from the meeting participants through an open mike. A total of 25 people testified.

The laboratory saw the following common issues emerge from the testimony:

1. There was a strong and consistent theme for increased involvement of broad, representative groups including teachers, parents, communities, and legislators.

2. Several presenters urged broadening the definition of the topics to be considered in goals 2, 3 and 5 to include the fine and performing arts, humanities, and vocational and technical education (workplace training.)

3. A common concern pertained to gender differences. Gender differences were cited by several presenters as an issues to which the NEGP progress reports should be sensitive. Gender was discussed as a variable to track with relation to science and mathematics achievement. Testimony urged recognition of variations in learning styles and cultural differences. Further, the relationship of dropouts and teenage pregnancy among females needs to be considered.

4. There appeared to be a strong consensus that Goal 1 is a very important goal, and possibly the key to accomplishing the other goals. To achieve Goal 1 we need strong early childhood development, strong families, caring schools and supportive communities.

5. There was discussion of assessment issues. These focused on the use and expansion of existing testing systems (SAT and Advanced Placement Tests). Testimony advocated including a variety of assessment strategies that build on multiple intelligences. Assessment data must report the context of learning as well as achievement. Context data will allow for the understanding of achievement and facilitate planning for improvement. For Goals 1 and 5, one suggested that the assessment "must be in the hands of the parents," and for Goal 2, assessment must be "cooperative among public and private organizations."

6. There was discussion of the needs and trends for adult retraining and further education. Focusing on Goal 5, there is a need to recognize and build on existing efforts.

7. Focused on Goal 2, there was the specific recommendation to focus on ninth-grade cohort studies, tracking each student within the cohort to better understand and account for student completion. Related to this recommendation was the need to focus on the special conditions of migrant

students. We must understand the causes of what leads to drop-outs and then loop back to improvement.

8. In reference to Goal 6, there is a need to encourage reporting and inclusion of sexual assault and harassment. There is a need for education focused on this issue. Further, there is a need to understand that schools reflect communities. Data needs to be at the community level. What happens outside of school should be the focus not what happens in school.

Afternoon Town Meeting

In the afternoon, six Resource Group members met informally with meeting participants for further discussion. One group focused on Goals 1, 3, and 4. Donna Foglia, Asa Hilliard and Ramsay Selden coordinated this meeting with about 30 participants.

The clear focus of the discussion was the desire for more specific information about each goal and increased participation in framing the goals. Several participants asked for more definition of the National Goals.

Testimony on Goal One: Readiness for School

Focusing discussion on Goal 1, the group discussed school readiness. Recommendations included the following:

1. Definition of readiness should include the whole child.

2. Children need access to quality programs. There is currently not enough space, staff or programs available.

3. Pre-school needs to be coordinated with public schools to provide linkage.

4. There is a need for specific definition of "disadvantaged children."

5. A recommendation was made to provide parenting information to new mothers in hospitals.

6. Discussion expanded to explore parent involvement in schools. The need for expanded and new ways for parents to be involved in the education of their children were discussed including good parent programs at school and business encouragement of participation.

7. Assessment of readiness needs to balance skill base with child development.
8. Health needs do not stop at grade 1, these problems need to be followed and linked to other services to meet this problem.

Discussion then focused on the involvement of others in the process of developing goals, planning and implementing. It was strongly suggested that workgroups involving teachers, educators, parents, business and community representatives, and others need to be held to develop a broader base of input and support for the goals.

Specific questions asked included: how are local goals going to differ from state and national goals, and how can they be integrated? How is America 2000 related to the National Goals? Participants felt strongly that there needs to clear, broad based discussion and work on these and other issues of planning and implementation.

Testimony on Goals Three and Four: Student Achievement and Science and Mathematics

Discussion of Goals 3 and 4 addressed the need for time and money to accomplish these goals. One participant asked how we are going to prioritize demands within our curriculum. The National Goals are seen as an addition rather than a definition of the curriculum. There was considerable concern for what the proposed assessment systems would be. Some supported NAEP-style assessment, assessing schools rather than students. The general discussion focused on the need for more information about the Goals and proposed assessment strategies.

Testimony on Goals Two, Five and Six: High School Completion, Adult Learning, and Safe, Disciplines and Drug-free Schools

A second group in a separate room focused on Goals 2, 5, and 6. The discussion was coordinated by Steve Nielsen, Tom Sticht and Len Anderson.

The initial discussion addressed the assessment of Goal 2 and drop-outs. Following the morning testimony, the recommendation of following full cohorts from 9th grade to graduation was reinforced. It was recommended that cohort designs reflect more accurate dropout identification and allow for investigating reasons students leave school. Concern was expressed that attention to this problem would end with the collection of data, but without action to help solve the problem. Further, there was concern that the goal may result in more graduates but not more literate graduates. Expectations of students should not be lowered to achieve this goal. The strategy of allowing additional opportunities for getting back into education (identified as 2nd chance programs) need to be investigated in addressing school completion.

Discussion of Goal 5 focused on the need to encourage life-long learning. The issue is not the need for more data, but how to encourage a change in paradigm. Finally, pointing to Goal 6 and the need to focus on drug-free and safe communities, it was suggested that colleges and universities should be specifically included in Goal 6.

In general, the forum expressed a strong need for more local connections to and participation in the national "goals process." This feeling was summarized by one respondent who commented that currently "reform is being done to us rather than through us."

NATIONAL EDUCATION GOALS PANEL: SOUTH CENTRAL REGIONAL FORUM

LITTLE ROCK, ARKANSAS

FRIDAY, MAY 17, 1991

Governor Bill Clinton welcomed attendees to the Central High School in Little Rock. There were 332 preregistered participants and 78 additional onsite registrants. Louisiana Governor Buddy Roemer was represented by Dr. Raymond Arveson, Assistant Superintendent of Academic Programs, Louisiana Department of Education. Oklahoma Governor David Walters was represented by Dr. Sandy Garrett, State Superintendent of Education and Oklahoma Secretary of Education. Texas Governor Ann Richards was represented by Mary Knotts Perkins of the Texas State Board of Education.

Introduction

After welcoming remarks by Governor Clinton, Colorado Governor Roy Romer, Chairman of the National Education Goals Panel, made an opening presentation to forum participants. Governor Romer pointed out that the Panel's current activities are an extension of efforts begun by the President and Governors at the Education Summit in Charlottesville, Virginia with Governor Clinton's leadership. He said that the Panel has both short- and long-term objectives. The short-term goal is to prepare a Progress Report, to be published in September 1991, on national and state efforts to achieve the education goals. The long-term objective is to develop improved assessments, unconstrained by current limitations in data, that the nation does not yet have the mechanisms to accomplish. Thus, the forum seeks responses to ideas presented by the Panel's Resource Groups for data upon which to base both the September 1991 and long-term reports. The long-term purposes are to help define standards toward which the nation must move in each of the goal areas, to identify and/or specify authentic measures with which to assess progress toward those standards and goals, and to find ways to use the standards and assessments as tools for change.

Using examples from the national effort to establish and implement mathematics curriculum standards, Gov. Romer discussed how the process of identifying standards and assessments ideally should involve the American public in an extensive process of consultation, involving a national-to-local-to-national-to-local iterative process, with local decision-making about how to implement recommendations. He proposed consideration of a "cluster" concept of states sharing assessment resources and standards, saying he does not believe either in a single national test or 50 non-comparable state systems. He asked that people making presentations comment on these ideas.

These minutes were prepared by the Southwest Educational Development Laboratory of 211 East Seventh Street, Austin, TX 78701.

He said that an important perspective to bear in mind while discussing assessments is the issue of who needs the information. He sees the audiences as beginning with students, parents, teachers, schools, and including districts, states, and the nation. He believes each audience has its own information needs, but that those of students, parents, and teachers are the most critical for success.

Following Governor Romer's presentation, Assistant Secretary of Education John MacDonald extended greetings from U.S. Secretary of Education Lamar Alexander and invited the participants to share their thoughts.

Introductory comments were made by Mary Knotts Perkins on behalf of Texas Governor Ann Richards and by Raymond Arveson on behalf of Louisiana Governor Buddy Roemer, both of whom recounted the progress their states have made toward education reform and the objectives of the National Goals.

Testimony on Goal One: Readiness for School

Resource Group Representatives

Lucille F. Newman, Professor of Community Health and Anthropology at Brown University, represented the Goal 1 Resource Group. She gave an overview of the ideas presented in the *Discussion Document* and the *Compendium of Interim Resource Group Reports*. The purpose of the indicators, she said, is to: (1) raise public awareness; (2) monitor state and national progress; and (3) guide efforts to improve educational prospects for all children. Comprehensive assessments would promote new policies with emphasis on preventing the conditions that place children at risk: low birth weight; alcohol/drug/substance abuse by the mother; lead poisoning; child abuse; and child neglect.

Professor Newman said she has a special interest in developmental learning problems of children that are related to such factors as low birth weight and alcohol and drug abuse by parents. She said these factors entail both intervention and prevention issues. Govenor Romer pointed out that page 11 of the *Compendium* has an interesting discussion of child growth issues.

Invited Speakers

Bettye M. Caldwell, Professor of Education at the University of Arkansas at Little Rock, warned that "readiness is a slippery concept that can lead to victim-blaming and denial of responsibility," but expressed "delight" with the Resource Group recommendations and Goal 1, saying that unless it is achieved the prospect for all other goals is diminished. She said that children have many needs that we are beginning to understand, but we don't know how to create or provide such things for all children or how to provide them without unduly interfering with the family.

She described the success that has been realized in Arkansas through the HIPPY program (which provides child development guidance services for low income families) but pointed to a need for such programs to reach even younger children. She also lauded the new Arkansas Early Childhood Commission, saying the state has finally committed itself to small children to the same degree as it has to game and fish and to highways. "We cannot separate child care from early education," she said. She also stressed that if all children must be ready for school, schools must be ready for all children.

Marilyn Monahan, Secretary-Treasurer of the National Education Association, made a presentation stressing that assessments of the type envisioned by the NEGP cannot be conducted in a vacuum that the NEGP must expand the scope of the assessments and must deal with the issue of who will be doing what once we have the assessment results. She argued that authentic assessments are required for Goals 3 and 4 and that paper and pencil tests are insufficient. She said assessments should be devised that deal with the programs, resources, staff, and services being pursued to achieve the goals and that there should be standards for such programs and services as well as for student outcomes.

Diana Glaze, principal of Little Rock's Watson Elementary School and spokesperson for the American Association of University Women (AAUW), said that her organization advocates birth-to-death education and takes the position that "readiness" requires schools and educators to be ready for the child. She said that America's changing culture is changing children's educational needs and learning styles. She presented a list of ideas for adapting to students' learning styles, including enlistment of commercial television, use of summer programs for parents as well as students, expanded field experiences, and parent peer help programs.

James Clark, president of the National Art Education Association, was the first of a number of persons who said that the arts should be considered an essential element in the national education goals--not just as a specific area for assessment but also as an important tool for realizing the goals. There is "little doubt that the arts are critical to the development of young children," he said.

He pointed out that engaging young minds through the visual and performing arts is an important component of the Head Start program, and he said that arts education organizations believe that the arts are vitally important because they provide significant hands-on experiences--"the way kids learn"--and therefore are a fundamental and integral component of early childhood education. "What better way to learn about a tree than to draw it, to talk about it, to be a tree?"

Victoria Bergin, Deputy Commissioner for Curriculum and Professional Development of the Texas Department of Education, said that long-range planning for early childhood education focuses on three questions: (1) who will prepare children to be ready for school?; (2) what will children need to be prepared for school?; and (3) who will be ready to receive them in

school? She maintained that policymakers haven't really thought about the future parents who are now students in our schools--where there is no time to prepare them for the parenting role. "All areas of the school could contribute to this development," she said.

In the area of preparation for schooling, she said it is important that children become active listeners--"we are a nation of passive listeners." To deal with the question of who will receive the children, she pointed out that very few of our educational resources go into teacher and staff development, that most of the school's development dollars go to the textbook publishers and testing companies.

In discussions with the invited speakers, Governor Clinton asked if they could see a time when every state might have prenatal care and comprehensive daycare for all but still have problems because of such personal behaviors as drug or alcohol abuse by some parents. Given the likelihood of such a circumstance, what should we be doing?

Newman maintained that the issues are extremely complex and that more than one solution will be required, at many different levels, and with many different audiences. Public information campaigns are critical, she said, pointing out that smoking and alcohol are important parent education topics.

Assistant Secretary MacDonald asked where the emphasis should be in readiness assessment. Dr. Caldwell responded that assessment should start with the resources that are available to begin dealing with readiness issues well before schooling begins. "How well are we doing at getting needy parents in touch with necessary services in the very earliest years of their children's lives?" she asked.

Questions/Comments from Audience - Goal 1

Elizabeth Shores of the Southern Association on Children Under Six offered perspectives from the early childhood teacher's point of view. "I have taught children of all manner of difficult backgrounds," she said, "but what did I teach them? On good days I taught them how them might live successful lives, but on most days I taught them how to color in the lines." Shores added that she was required to administer inappropriate tests. She argued that schools must become ready for children and their needs.

Boyce Pearson, a Little Rock music teacher who spoke on behalf of the Little Rock Private Industry Council, pointed out that many children of the current baby boom are born into disadvantaged homes and should be identified and tracked to prepare them for school. He said there are too many kindergarten students in Little Rock who are not ready for school.

Anthony O. Hobbs, principal of Tucker High School in Jefferson County, supported the idea of using cluster arrangements of states for national testing. He also asked where the National Education Goals Panel stands with regard to the "ethnocentric" curriculum. In keeping with

Goals 1 and 5, he said that minority students' understanding of their own personal histories are an important element of multicultural education.

Sue Morgan of the Polk County (Arkansas) Literacy Council said she supports the concept of "total learning" and hands-on, field-based experiences, but she expressed concern about the stifling impact of liability issues for schools in offering such experiences.

Tom Schultz of the National Association of State Boards of Education said his organization considers the school readiness goal (Goal 1) to be the most important of the national education goals. He said the association is working on strategies for reaching this goal, with Governor Clinton as the chair of its School Readiness Task Force.

He said the task force has learned that teachers and school administrators believe that confidence and social skills are the most important elements of readiness and that there are severe problems with current entrance practices in schools (such as "red-shirting" kindergartners). He said that a policy needs to focus on Washington and on the government's commitment to funding Head Start and similar programs and on issues related to the quality of childcare.

Sid Hudson, member of the Oklahoma House of Representatives, pointed out recent Oklahoma reforms that specify developmentally appropriate activities for all ages and mentioned the effectiveness of arts in this area. He also spoke on the need for school-based health clinics as one example of the type of things that need to be done to coordinate services for all children.

Selma Hobby, a central staff administrator in the Little Rock Public Schools (speaking on her own behalf), urged NEGP to pay attention to people who are on the "firing line" in putting these changes into place and help educators dismantle the "tyrannical machine." If you want answers, ask a teacher, she said. She has submitted written testimony that presents indicators of teachers involved in making changes.

Dale Robbins, professor of education at Southern Arkansas University, pointed out a need to focus on the severe malnutrition of young children prior to school age and said there is need to collect information about it and about availability of prenatal care. He also argued that much could be done to improve readiness if we attend to the issue of readiness in learning to read.

Cynthia Edwards of the Arkansas Arts Council spoke on the importance of arts in education, saying the arts should be considered as basic and not relegated to separate classrooms. She pointed out efforts to coordinate the efforts of artists and teachers and the need to provide training for them to work with each other.

Joe Glass, parent and PTA board member at Deer Park school in Little Rock, spoke about an experiment in the Little Rock schools to use radio as the focus for educational projects with early childhood youngsters, pointing out that it helps with both listening and reading skills and costs little.

Linda Jackson, a teacher and concerned citizen, argued that literacy is for everyone and programs should be available to all. She pointed out that the guidelines for admission to special programs often exclude people who could benefit but who have incomes above standard admission levels, speaking of a problem with her own child gaining entry to a local HIPPY program.

Governor Clinton responded that he is attempting to move such programs away from a low-income base, believing that the middle class is being ill-served. Discussion between Jackson and Governor Clinton then turned to the issue of parents not knowing what their children are expected to be able to do on kindergarten entry and the need to help inform parents about such entry standards and about how they can help their children, especially when the children are not in a formal program such as Head Start or HIPPY.

Pat Gray of the Arkansas Arts Center spoke of the "threat" to fine arts education if the arts are omitted from the national goals, saying that they arts may become expendable in the event of limited resources and a concentrated effort to focus on the stated goals. She pointed out that the arts are an excellent means to teach many of the things that need to be taught in most of the goal areas.

Governor Romer noted the "obvious campaign to bring the arts to our attention." But, he maintained, there is a need to focus on the purpose of these forums. He noted that the primary concern seems to be that the arts are not specifically listed in the goals and explained that there had been no deliberate effort to exclude the arts.

Governor Clinton explained that from the perspective of one of the governors who developed the goals, that the list of specific academic areas was developed to include only those that are capable of international comparisons and/or in which the governors believed there were significant problems with equity. He said the arts, foreign language, and other subjects were considered and left out because they didn't fit. Gov. Romer suggested that the arts advocates could help their cause more by proposing standards and assessments that would reflect the role of the arts in the various goal areas.

W.C. Timms, a pastor from Magnolia, Arkansas, and a member of the Child Care Action Campaign, said that if we could gear up and carry out Operation Desert Storm, we ought to be able to find the resources to do something about child care. We have all sorts of labels we place on children, he complained, and we have all kinds of data and statistics, but he hopes we don't start testing these babies out of school.

Barbara Delle, a reading teacher from Perryville, Arkansas, said that teachers need to be involved in making decisions about what is taught and how, pointing to Perryville's restructuring program (a part of the Arkansas restructuring initiative).

Nancy Arn, a public librarian, encouraged the use of the public libraries as a resource for parents who need help in raising children.

Betty Medford, elementary principal in the Helena–West Helena, Arkansas, school district, spoke of the economically disadvantaged families she works with, saying that there is need for engaging the parents who do not seek out services. She asked for programs that require parents to seek assistance.

Carolyn Elliott of the Arkansas Department of Education commented on the cluster concept for developing assessments. She said that the available assessments often aren't culturally sensitive. We have to broaden our understanding of each other, she said, and we should include within clusters states that are different so as to bring in different perspectives to the comparisons.

Testimony on Goals Two and Six: High School Completion; and Safe, Disciplined, and Drug-Free Schools

Resource Group Representatives

Pat Forgione (Executive Director of the Goals Panel, representing Dr. Jose Cardenas) pointed out the interrelationship of Goal 2 with the other goals. He said that completing school is less important, per se, than attaining the necessary skills and competencies. He described five measures at the national level recommended by the Resource Group for Goal 2: (1) The proportion of 19- and 20-year-olds and 24-25-year-olds who have a high school credential, including a GED; (2) separate, mutually exclusive categories looking at racial/ethnic background; (3) "event" dropout rates for 10th-12th graders rather than the rate currently calculated; (4) longitudinal measures of 8th-12th grade dropouts; (5) dropouts who go on to complete high school. He solicited comments from the expert panel and the audience about state data systems, including issues of data burden and the efficiency of electronic student data system.

John W. Porter, Superintendent of the Detroit, Public Schools, Detroit Michigan said he believes Goal 6 is on target. To reach to that goal, three measures are needed: (1) measure students use of drugs, broadly defined, at the secondary level; (2) include teacher and staff in schools measures of crime and violence; and (3) a disciplined environment conducive to learning is necessary for all the other goals. He spoke of a need to survey students and teachers about how well schools are doing in learning environment.

Invited Speakers

James Boardman, Associate Director of the Office of Accountability in the Arkansas State Department of Education, said that creating a national student record system is both desirable and feasible. He said there is need to measure both demographic and educational statistics and said that the problems will come from expense, privacy, and manpower requirement questions. Steps must be taken to prevent misuse of any national record system, he warned. In the absence of a national record system, he suggested emphasis be placed on standardization of definitions and consistency of data collection methods across states. "The definitions that we finally arrive at are not nearly as important as the standardization of the definitions...We don't need to just collect and publish more numbers. We need to have things we can use and we need to use those numbers to make policy decisions."

Frankie Sarver, Director of the Fighting Back Project in Little Rock, spoke on Goal 6, saying that measuring hidden drug abuse is difficult to do. Drug abuse policies must be incorporated into a broader policy framework, including teacher assignment and training, public information, out of classroom activities, rights of parents and students, teen-age pregnancy, and confidentiality. Drug abuse must be viewed as a health issue. Faculty and staff should be surveyed to determine their knowledge and use of such policies. She said there is need for meaningful inclusion of community members in policy development, and that there should be means to measure community perception of the availability of good information. School districts should collect data on conditions, behaviors, backgrounds of persons in drug abuse treatment.

Victoria Bergin, Deputy Commissioner for Curriculum and Professional Development of the Texas Department of Education, offered lessons from Texas' efforts to reduce the number of dropouts. Saying that the reasons why students drop out are complex, she advocated making accurate counts of students at each campus and giving the local campus the responsibility and resources to find appropriate solutions for its own at-risk students.

Based on Texas's experience, Bergin recommended the following: (1) identify by name and grade level all students at risk of dropping out; (2) assign a dropout coordinator on each campus to be sure that those students get intervention services with the responsibility at the local level to find appropriate programs; (3) evaluate programs to see what works; and (4) make alcohol/drug prevention education a comprehensive program taught across the curriculum and not limited to health education.

Retta Patrick, Immediate Past President American Association of School Libraries Division of American Library Association, urged the panel to consider the critical role of libraries in helping children to achieve the national goals, particularly in two areas: (1) helping to develop children's reading skills early and (2) "connecting a wide range of information resources with children's different learning styles."

She recommended the following measures: (1) collect data longitudinally and beginning in the primary grades on children's reading skills and the use of library resources; (2) make comparisons among groups of students who have access to information resources, media centers, and public libraries; and (3) collect data on information resources available in public libraries that would help in acquiring the GED.

Questions/Comments from Audience – Goals 2 and 6

Sid Johnson, president of the Arkansas Education Association, recommended: (1) developing a comprehensive definition of readiness for which states can develop objective databases for comparison; (2) continually assessing children's growth and progress; (3) measuring perceptions of teachers and administrators; and (4) establishing high performance standards and collecting data using performance, portfolios, and other indicators beyond simple paper and pencil tests.

Dr. Benny Gooden, superintendent of the Fort Smith Arkansas schools, said that educators need to account for problems in the neighborhoods and to address problems children bring with them to school. He spoke of a need to focus the resources we already have to fix problems. We don't hesitate to focus national resources on defense and highways and should do the same for education.

Boyce Pearson of the Little Rock Private Industry Council said we must (1) focus on parents and children's home environments and (2) measure parents level of involvement with the school, including indicators of number of times parents visit schools and the nature of their visits.

Max Snowden, Director of the Southwest Center for Drug Free Schools and Communities at the University of Oklahoma, spoke of the need to accurately measure drug abuse and the influence of environmental factors.

Janie Carter, a GED instructor from southeast Arkansas, asked for a comparison of the performance of students now in adult education programs with the performance of the same students in high school. She thought this might help identify common factors for success.

Ann Greenway of the Louisiana State Department of Education's Drug-Free Schools and Communities program said, "If you don't have drug free communities, you won't have drug-free schools." Her agency surveyed 240,000 students and found that only five percent used drugs on campus--most drug use occurs in homes and shopping malls. There is a need to sample a large number of students; small samples do not work on this subject.

Polly Williams, a student from Little Rock Central High School, told the panel: "We (students) are tomorrow, and you (the panel) are yesterday. You are trying to help us, and we appreciate that, but please try to understand us." She suggested early training, beginning in elementary school, about the dangers of drugs.

Otistene Smith, Drug Education Program Advisor in the Arkansas Department of Education, commented on the Goals Panel's recommendation for national surveys of drug use. She recommends including K–6 students in such a survey. On the Resource Group's recommendations to extend existing surveys, she recommended not adding too many items because the survey will be too long.

Carolyn McCrory, a literacy volunteer, said that children should be able to learn to read even if they learn at a far different rate than other students. There needs to be a way to get students back into the mainstream when they are developmentally ready to learn to read, even if they have dropped out.

Janice Choate, director of the Arkansas Governor's Partnership on Substance Abuse Prevention, said that the Resource Group for Goal 6 only included urban educators and should have been expanded to include drug abuse prevention professionals.

Glen Hughes, parent/grandparent, said she believes that social promotion and graduation occur too often, thus producing graduates who cannot read. Either appropriate tests are not administered or the results are ignored. Governor Romer responded by agreeing that schools clearly need a lot of help from their communities to achieve their goals and provide quality education for all students. He proposed that employers give meaning to the schooling process by making the pursuit of an education plan a condition of students' employment.

Testimony on Goals Three and Four: Student Achievement and Citizenship; and Science and Mathematics

Resource Group Representatives

Claire Pelton, Educational Services Administrator for the San Jose (California) Unified School District, presented an overview of the recommendations from the Resource Group on Goal 3. She pointed out that the fourth objective under Goal 3 on student achievement deals with foreign language education. She singled out math advanced placement (AP) exam as an example of a good test, worth teaching to. She pointed out the value of states including in their own reports indicators in which they have particular interest. She said performance (criterion)–based assessment has much to learn from the arts. The Resource Group on Goal 3 recommends developing a standards framework for future progress reports, and developing a national "anchor" exam, to which clusters of state exams could be calibrated. She advocated offering all but English exams in students' native language.

"We must be very careful of the uses to which we put the assessment information, being sure that is does not serve to condemn or denigrate, rather to help," she said.

Governor Romer discussed developing assessments of student achievement, using the mathematics standards as a model of what should be done. He asked the timelines for developing similar standards for other curriculum areas, and who will do the job.

Senta Raizen of the National Center for Improving Science Education presented the recommendations of the Resource Group for Goal 4 (Science and Mathematics). She said Goal 4 is unique in that its concern is not just the standing of the nation but the nation's standing within the world. It also calls for higher education achievement. There remains a need to define the standards by which we will define what it means to be first in the world in math and science, and track the performance of our education systems. We need also to set standards for teacher preparation. (In math this has been done already.) A two year timeline to establish science standards (suggested by Governor Romer) would be very ambitious because science is a combination of many fields--but it could be done. Every organization wants to be the umbrella group and everyone is attempting to raise their umbrella at the same time. We must also consider teacher opportunities to gain new, necessary skills. Even when we have math (and science) standards, we will still need public acceptance of those standards.

Invited Speakers

Burton Elliott, Director of General Education in the Arkansas Department of Education, began his remarks by quoting Mark Twain, saying, "If you carry a cat by its tail, you'll learn things you can't learn any other way." We need measures that hold policymakers as accountable as students. New examination systems must be created for which students can study and teachers can teach. Assessments should assess ability to work in a group and to transfer knowledge from one field to problems in another. NAEP should be part of the picture, but we should resist efforts to expand from sampling to a test for every child. Currently, the costs to students of taking Advanced Placement examinations are beyond the means of some. It is important to emphasize citizenship, community service, and personal responsibility of students. This is difficult to measure, but should be assessed with same rigor as other topics.

It is also important to remember that there are other organizations available to collect data; the focus from the panel should be on national standards and on new systems to measure progress. As a nation we should focus on restructuring to meet the needs of the student by moving decision-making as close as possible to the student. Assessments must encourage leadership, not constrain it.

Betty Guest, Coordinator of Guidance Services in the Highland Park ISD in Dallas, paraphrased John Gardner, saying that "if you denigrate the master plumber and extol the mediocre philosopher you can expect that neither our pipes nor our philosophy will hold much water." Students, their needs, and society's needs are not static. Students learn at different rates, in different ways, and assessment must take this into account.
She suggested that we continue to look at SAT, ACT, and Achievement Tests as measures of whether we are improving student achievement.

Penny Williams, an Oklahoma state senator, maintained that state legislatures are where the action is with regard to school reform--"we mandate and fund the processes." She compared the national goals to the national quest to put a man on the moon, but she said we are going about it by requiring the states to achieve the goals. Not all states have the leadership they require to accomplish this. Williams extolled Oklahoma's recent reform legislation, describing how the reforms established curriculum goals. She endorsed the list of Goal 3 objectives and commented that she agreed with each. She also pointed out that the arts and foreign languages are specifically mentioned in Oklahoma's legislation.

Alma Williams, Director of Education and Youth Services for Arkansas Power and Light Company, provided a business perspective on the achievement goals. What gets tested gets taught. Today's tests do not require students to think or understand; current tests are driving curriculum in the wrong direction. What matters is to think and solve problems because we need a workforce with strong higher order thinking skills and the ability to analyze problems. Multiple assessments are necessary for multiple applications--both to help teachers teach better and to assess program features in schools. We need to require students to manipulate objects and ideas. There should be national coordination of state and local assessments. We must be extremely careful how results are reported so as to avoid a situation where improving scores is more important than improving learning.

Clifford Meece, President of the Oklahoma State School Board Association, asserted that it will be difficult to achieve national goals without local district support and participation. Goal 4 is central the maintaining the U.S.'s world position, and Oklahoma has accepted the challenge in its recent school reform efforts. If we are to assess competency, we must accept responsibility for remediating failures to achieve the standards. Avoid a national curriculum, national control of tests, and large expenditures on the national goals process that could drain resources away from local efforts. It will be faster and less expensive to revise and expand successful tests already in use.

John Buchanan, Jr., Policy Chairman of People for the American Way, pointed out that education for citizenship appears to be a forgotten part of both Goals 3 and 5. How young people become effective participants in society cannot become a secondary consideration. Get students involved in democracy early on through community service. For indicators of civic involvement, we need to measure the number of students who are registered to vote and the number who participate in school and community activities.

In general discussion with the invited presenters, Sandy Garrett, Oklahoma State Superintendent, was asked to discuss Oklahoma's proposed plan to use the GED as an exit examination for high school students. Garrett said the proposal grew out of a necessity occasioned by legislation that required a graduation test to be implemented before the state has implemented a new set of curriculum standards. Since it will be a while before there is a set of curriculum standards to articulate the graduation test with, and since the GED is relatively inexpensive to pick up and use, the state education agency was proposing it as at

least a stop-gap measure. Oklahoma has been working with the GED staff to obtain permission for a "pilot test" of the idea, and some other states have begun to show interest. Garrett admitted that there is an image problem for the state in putting forth the idea, but she argues that the GED is a 7.5-hour test in five core areas that are "based on critical thinking skills." The proposal is still before the legislature, but it has a reasonable chance of being approved.

Questions/Comments from Audience - Goals 3 and 4

Lauren Wedell, a teacher from Perryville, Arkansas, asked that the panel work to encourage the involvement of parents and teachers in deciding what is to be taught and how, saying that when the students' interest is aroused because of the introduction of a relevant curriculum, the success rate improves.

Victoria Bergin, from the Texas Department of Education, said that she was hearing the same discussions she had heard 10 years ago, and that "we continue to debate instead of doing." She feels that the long time frame for developing assessment instruments is not necessary. She questioned whether it is necessary to duplicate the experience of developing standards for mathematics curriculum for every topic area. "All that effort is not necessary," she said. She pointed out that many states, including Texas, have developed curriculum standards and have tests and textbook standards to match. Those in Texas were developed in a process that involved communication with other states. "We should build on those states that have already articulated standards," she said, pointing out that this could be done in much less time than starting from scratch.

Carl Flynn, a music educator from the Cass Technical High School in Detroit, expressed regret that the arts are not specified in Goal 3. He said that there are specifications for assessing competencies in the arts, and argued that arts-related items should be put back into the NAEP. He presented a panel with a volume of standards for arts education.

Ann Robinson, who works with gifted and talented children, said that while Goal 4 is a goal of great expectations, there is a curious lack of attention to the achievement of our most gifted student and whether they will be challenged in the new order of things. "Will there be a ceiling for their ability?" She pointed out that the goals have only a single reference to giftedness, and asked whether such students didn't deserve more attention. If we place so much hope in such students as citizens, we must attend to them in school. She said using AP exams is, "too little, too late."

James Clark, speaking for the arts interests, said there was no conspiracy among arts educators to subvert the hearings process: "We just love to perform." He pointed out that each arts association has established standards for their fields and that they all use authentic assessments. He suggested that Goal 3 be rephrased to include five subject categories: language (including foreign language), mathematics, science, arts, and social studies.

Testimony on Goal Five: Adult Literacy and Lifelong Learning

Resource Group Representative

Emily Wurtz of the National Education Goals Panel staff substituted for Resource Group member James Morris, who was unable to attend. She reviewed the recommendations of the Goal 5 Resource Group. She pointed out that this goal is the most closely aligned with the overall intent of educational reform in its emphasis on a globally competitive workforce. Goal 5 aims not at competitiveness alone. The desired outcome is the attainment of workplace competencies needed by business and industry. The emergence of a global economy and new technologies have changed the nature of the workplace, and, thus, its needs for human resources.

Invited Speakers

Sandy Garrett, Oklahoma State Superintendent of Public Instruction and Secretary of Education, said that she was present as a part of the Oklahoma governor's staff during the Charlottesville conference where the goals were established and that she believes the goals have given common direction where before each level of the school reform process was going in different directions. She pointed out Oklahoma's recent legislative efforts to implement large-scale education reforms and spoke of the establishment of the Oklahoma Literacy Initiatives Commission. She said that screening systems are needed to identify persons in need of assistance and place them with services.

Rosalie Cheatham, Chair of the Southern Conference on Language Teaching, spoke in protest of the absence of foreign language among the specified Goal 3 curriculum areas. She said that the nation cannot ignore the need to address this aspect of literacy, especially in the face of need for international competitiveness. She argued that foreign language requirements should be introduced at the elementary level, and said that there are already existing standards of competency. She also emphasized that learning a foreign is a life-long process.

Phillip Powell, Executive Director of the Arkansas State Council on Economic Education, said that the education goals should explicitly state a need for education in the field of economics, calling it another areas of literacy that the U.S. cannot succeed without. "How can America compete if its citizens don't know what competition is?" He said economics should be taught in elementary and secondary schools.

Governor Clinton commented that the last two issues were also relevant to Goal 3 and that Goal 5 focuses primarily upon what comes after high school.

Hillary Rodham Clinton, the First Lady of Arkansas, said that the way Goal 5 is characterized and discussed is off the mark. She asked that we take a step back and envision the system we must have in place to be successful in the global economy. Look especially at the transition from school to work and at the issue of lifelong learning. We need a systematic vision. She said the vast majority of students will not achieve a four-year baccalaureate and that our system (to the extent that it is a system) focuses on preparing for such a degree. We need to be thinking in broader terms. The sum of the parts will not equal a whole if we are not more systematic.

She referred to the report, *America's Choice: High Wages, Low Skills*. Part of the dilemma is that we were too successful in the first half of this century with our industrial model of schooling. Restructuring schools is the easy part; we have a greater challenge to recreate our economic system to make optimum use of workers once they are prepared for the new global marketplace. The business community needs to think more broadly about what they expect of schools, because we have been giving them what they ask for and what they consume.

Governor Clinton observed that he believes every person in a job in America ought to be able to read at the 10th grade level and have at least a GED. Every high school graduate must have at least two years of employment training as well. The people of this country are doing the best they can, but they deserve a better overall system to enable achievement of these national education goals. The real intent of this Goal 5 is workplace readiness.

Questions/Comments from Audience - Goal 5 and General Comments

Mary Knotts Perkins, a member of the Texas State Board of Education, commented that every teacher should be held responsible for assessing the reading competency of her/his students. No prisoner should be allowed to leave any prison system without being able to read, or at least be released into a probationary program that requires literacy instruction. Illiterate welfare recipients should not be allowed to receive checks unless they are actively enrolled in a reading program. Schools should be open on weekends and evenings for use as community learning centers.

Ray Arveson, of the Louisiana State Department of Education, asked Hillary Clinton if she believed it would be possible to obtain a consensus on what sort of school product the business community really wants and needs. Mrs. Clinton responded, "Yes, but the real trick is in whether what industry is asking for is really the way they work." She said that businesses put up a lot of lip service about team work and independent thinking, but most are traditionally organized. Business doesn't always reward academics and thinking.

Sue Morgan, of the Literacy Council of Polk County, Arkansas, said she was concerned about the literacy level of the homeless and the fact that none of the assessments are aimed at this problem. The lack of statistics on the homeless will perpetuate the "invisibleness" of the scope of the problem with this population.

Carolyn McCrory, a literacy volunteer in Lonoake County, said she was skeptical of achieving the goal of adult literacy by the year 2000. She feels that there needs to be more information gathered on the numbers of illiterates who are learning disabled; her own work finds about two-thirds of those who seek help of literacy council are learning disabled.

Betty Medford, an elementary principal in the Helena-West Helena school district, said that in Arkansas, increased standards for student achievement (Goal 3) have placed a major emphasis on basic skills at the expense of higher order thinking skills. In math, we spend too much time on skills students will not need.

John Buchanan wanted to emphasize that civics education should be a part of literacy and adult education.

Gary Barrow, a music teacher at Arkansas Tech University, said that music could be included under Goal 3: it can be integrated into thinking skills; history; multicultural education; an other important objectives. He feels music should be mentioned specifically under Goal 3.

Lavenia Green, from the Adult Reading Council of Montgomery County, said that some students graduate from high school without being able to read. Gov. Clinton said there is a "thorny dilemma" about retaining students: if they move ahead without learning to read they will fall too far behind and drop out; if they are retained twice, they will most likely drop out. He advocated summer school be available for any student that needs it.

Richard Picard, a high school science teacher from Little Rock, spoke on Goal 4 and advocated an integrated, multi-disciplinary approach to teaching science. Testing in science should include hands-on experiments to evaluate students abilities. He also said that teachers' subject knowledge is important, but "an ability to teach, a desire to interact with children, and a love for the subject are all more important than pure knowledge." Teacher contracts should provide for summer professional training.

Governor Clinton asked about alternative certification and how many education courses to require of "second career" teachers. Picard says that the need for education courses should be on an individual basis for any alternative certification program.

Jim McCrory of Literacy Council of Lonoke County commented on the number of students who have a high school diploma but cannot read. He said employers should make sure to require employees to present high school diplomas before getting a job.

John Ahlen, executive director of the Arkansas Science and Technology Authority, said he agrees with Goal 4 but noted that its objectives are manpower oriented, not education oriented. He said we need to look at other measures such as the number of scientists and engineers in the workforce, the number of patents U.S. citizens apply for compared to other countries, and the U.S. balance of trade.

Rodney Lafon, a school principal from St. Charles Parish, Louisiana, talked about entering into a partnership with Union Carbide to help restructure the schools. He emphasized the need to create awareness about what restructuring is in the community.

James Boardman, of the Arkansas State Department of Education said that report cards assessing schools can be valuable in providing information to improve schools.

Mary Boardman, president of the Arkansas Foreign Language Teachers Association, said that national assessment goals are already functioning in foreign languages. They have measures of time in class that it takes to acquire a certain level of proficiency in certain languages. She said we need to measure how many schools offer foreign language in the elementary grades. Governor Clinton asked about a two-year requirement and the use of satellite technology for teaching foreign languages. Broadman agreed with a two-year requirement for a high school diploma and said, if possible, instruction is better in person than by satellite.

Dr. Selma Hobby, of the Planning, Research, and Evaluation Department of the Little Rock School District, encouraged colleges and businesses to look not only at students' grade point averages but also at whether students take higher level, more challenging courses.

Dorothy Jenkins, a teacher who heads a teacher preparation program at Cumberland University in Tennessee, said she does not want alternative teacher education programs to ignore learning theory. She asks that Goal 5 provide specific definitions for a "literate adult" and for "lifelong learning."

Pat Forgione asked, "Do we accept as proxies measures of workforce competence or do we want to accomplish productivity?" Do we count the number of students who take two years of foreign language or the number who are actually proficient in foreign language?

John Phillips, the Arkansas Department of Human Services Literacy Coordinator, said Goal 5 ignores the importance of reaching senior citizens.

Herman Harris, from the Montgomery Alabama Board of Education, argued that assessment should include the extent to which government, communities, businesses, and others are contributing to the achievement of national goals. He spoke of the need to measure where a student is in relation to where that student should be, not where he is in relation to other students. Educational improvement, not competition, should be the purpose of national goals and assessments.

Jeannie Miller, of the Arkansas Division of Rehabilitation Services, said Goal 1 cannot be discussed without reference to levels of parents' literacy. She noted that some adult education programs are not accessible to disabled students.

Adeline Holden, President of the Arkansas Council for the Blind, spoke about the need to insure more teachers are available for deaf and blind rehabilitation services. Teacher salaries need to be raised to insure supply of rehabilitation teachers.

Mary Cruz, a remedial math teacher at Little Rock Central High School, expressed concern about her students who may not be able to pass two years of foreign language. Don't set standards so high that they prevent her students from graduating. We need child care for teen-age mothers so they can both bond with their children and continue in school.

Jackie Barentine, from the Arkansas Department of Human Services, advocated an interagency system that would teach and support mothers and children in their own homes.

Ruth O'Quinn, a school board member from Alexandria, Louisiana, shared a description of two programs for teen mothers from her parish: a "PM school" that begins operation at 4 p.m.; and a GED program operating within schools.

Ira W. Harris presented closing testimony about his own experiences as a child from a broken home. He didn't finish school and is functionally illiterate by his own definition. The conditions that place kids at such risk are not their own fault. "These things are not the child's fault; they are the parent's fault and the parent's responsibility," he said. We must enable parents to take the responsibility. He emphasized the need to teach both parents and children values.

Pat Forgione thanked everyone for their participation. The forum was adjourned.

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